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ABSTRACT

This manual was designed to provide a resource and planning guide for community involvement in education and for conducting parent education workshops. Early parent involvement and the interrelationship between career decisions, course selections in school, and academic performance is emphasized. Part 1, "Information for Parents," discusses ways that parents and other community members can become involved in education, and presents information that citizens should know about academic competencies, career planning, and the reasons for and uses of testing in the educational process. Part 2, "Subjects Students Should Study," presents information about the basic academic competencies students should master and the subjects they should take in high school and why they should take them. The subjects are: (1) the Arts; (2) Foreign Language; (3) Mathematics; (4) English; (5) Science; and (6) Social Studies. Each section outlines the following information: (1) subject area content; (2) goals; (3) relationship to other subject areas; and (4) background information. Part 2 also offers guidance to parents on how they can supplement classroom instruction with activities in the home and community. Part 3, "Planning and Conducting a Parent/Community Workshop," gives information on planning and conducting workshops to help parents and others develop the knowledge and skills they need to become involved effectively in education. Part 4, "Resource Materials," consists of additional information on helping with homework and test preparation, and includes a partial list of organizations that can be contacted for help, free or inexpensive materials for use in the home, reading materials for children of all ages, and information about college admissions. Appendixes provide: (1) additional information on tests; (2) a suggested agenda for parent/community workshops; (3) a workshop evaluation form; and (4) an 18-item selected bibliography. (FMW)

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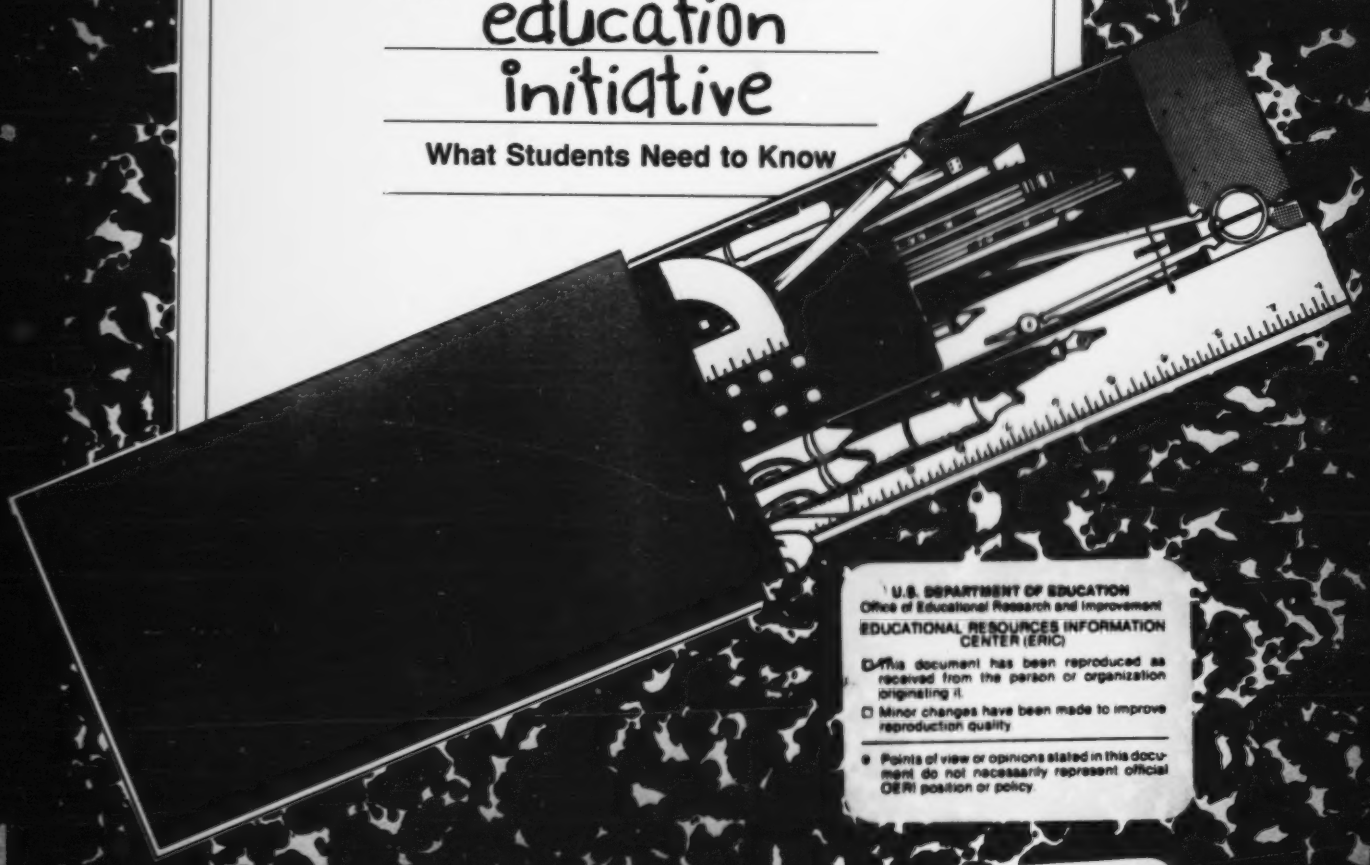
SUBJECT

What Students Need to Know



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What Students Need To Know

This publication was developed as part of the National Urban League's Education Initiative, with support from The College Board's Educational EQuality Project.

For more information regarding Urban League education programs, contact Dr. Stephanie Robinson, Director of Education, National Urban League, Inc., 500 East 62nd Street, New York, New York 10021.

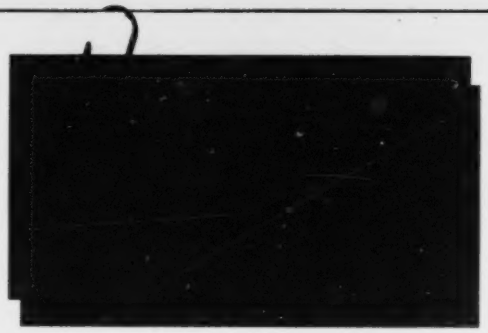
For more information about the Educational EQuality Project, contact Dr. Adrienne Bailey, Vice President for Academic Affairs, The College Board, 45 Columbus Avenue, New York, New York 10023.

"Underrepresentation of minority young people in higher education is, in large part, the result of improper preparation. Another reason for the underrepresentation of minorities in higher education is poor early guidance. Many students who have the ability to go on to college do not consider themselves college material, or they don't make the right choices."

Dr. Donald M. Stewart, President
THE COLLEGE BOARD

"Real educational reform will come from local communities who demand that all students get a quality education. This change must be complemented by individual parent involvement in the educational process. Parents must direct their child's education by encouraging academic excellence and monitoring homework and curriculum."

John E. Jacob, President and Chief Executive Officer
THE NATIONAL URBAN LEAGUE, Inc.



A number of major education reports have cited the critical link between parent and community involvement and student achievement. These reports have called for closer collaboration between schools and community groups in order to improve student performance. However, only a few of these reports make specific recommendations or give instructions; fewer provide readers with the necessary how to's.

"What Students Need To Know" attempts to do just that. This document provides information on what students need to learn in school and how parents and other adults can help. It simplifies educational jargon and states explicitly what students need to know and be able to do to succeed in school and in the world of work. It makes specific recommendations for monitoring homework and providing informal educational experiences. It also identifies organizational and written resources for continued support and assistance.

The information in the manual about subject matter, content, and basic competencies has been taken from Academic Preparation for College and its companion booklets, a series published by the Educational EQuality Project of The College Board for teachers and school administrators. This information has been adapted here for use by parents and other people who are interested in helping to educate our youth. It is based on the notion that many more students can succeed in education and the world of work if they are provided with more adequate academic preparation. Students must not be left alone to make course selections and career choices; parents must be a part of that process. Educational planning must begin early and must be based on the right information. It must be a process that is shared by parents, students, and other adults.

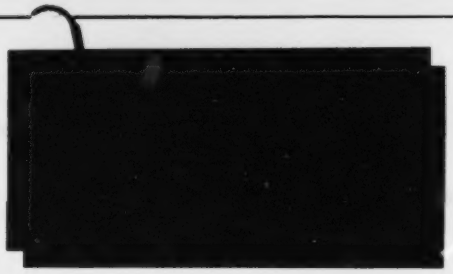
This manual is designed for use by Urban League education specialists, volunteers, and staff of community-based agencies which provide educational support services. It can be used by Sunday school teachers, counselors, mentors, tutors, and anyone who has a stake in making education work for children. While parent involvement in education is of primary importance, the National Urban League is also committed to involving significant others on behalf of those students whose parents, for whatever reasons, are not able to provide support. **Education is everybody's job!**

Stephanie G. Robinson

Stephanie G. Robinson, Ph. D.
Director
Education and Career Development
National Urban League, Inc.

As an organization, the National Urban League (NUL) has a 78-year history of forming partnerships to address the problems of blacks and other minorities. This manual, "What Students Need To Know" is the result of such a partnership with The College Board.

In developing and compiling this manual, NUL called upon the assistance of concerned individuals in education, community groups, and the private sector. NUL is indebted to the following individuals and organizations for their valuable contributions to the production of this manual: The College Board, for its support and technical assistance in ensuring the educational integrity of this information; the committees and NUL education specialists, who provided valuable insight and suggestions based on their direct work with parents; Debbie Anderson, Yolanda Scott George, and Trepola G. Washington, consultants who worked diligently to adapt available material for use by parents and community groups; Ruth A. Marshall and Paulette J. Robinson, for their editorial contributions; Maurice E. DeFour, Work Easy Ent., Typographer; the American Association for the Advancement of Science, for its technical and administrative support; and Madeleine Moore, Moore Creative Marketing, who designed the manual.



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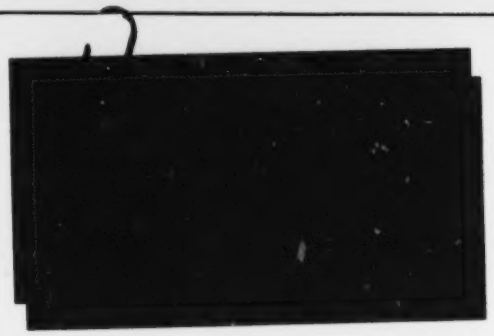


There is general agreement among educators that the academic performance of students is strengthened when they have the support of their parents and other concerned adults. The National Urban League and the College Board's Educational EQuality Project believe that the involvement of parents and other adults is an essential factor in the educational process. However, in order to be effectively involved, parents need specific information on course selection and course content. They need to know how course selection, course content, and basic competencies relate to educational and career goals.

The information and materials presented in this manual are intended to be a resource and a planning guide for community involvement in education. It is a source for planning and conducting education workshops. The three-ring binder construction makes it easy to add information. Different sections can be easily removed, copied, and replaced. Users are encouraged to duplicate and disseminate the materials.

The most important theme of the manual is the emphasis on seeking and obtaining information early in the child's educational career. Parents should start as early as kindergarten gathering information about the school, its policies, and its structure. In the following pages we emphasize the interrelationship between career decisions, course selections in school and academic performance.

The manual is divided into four parts. Part One talks about ways that parents and members of the community can become involved in education. It presents information that citizens should know about academic competencies, career planning, and the reasons for and uses of testing in the educational process.

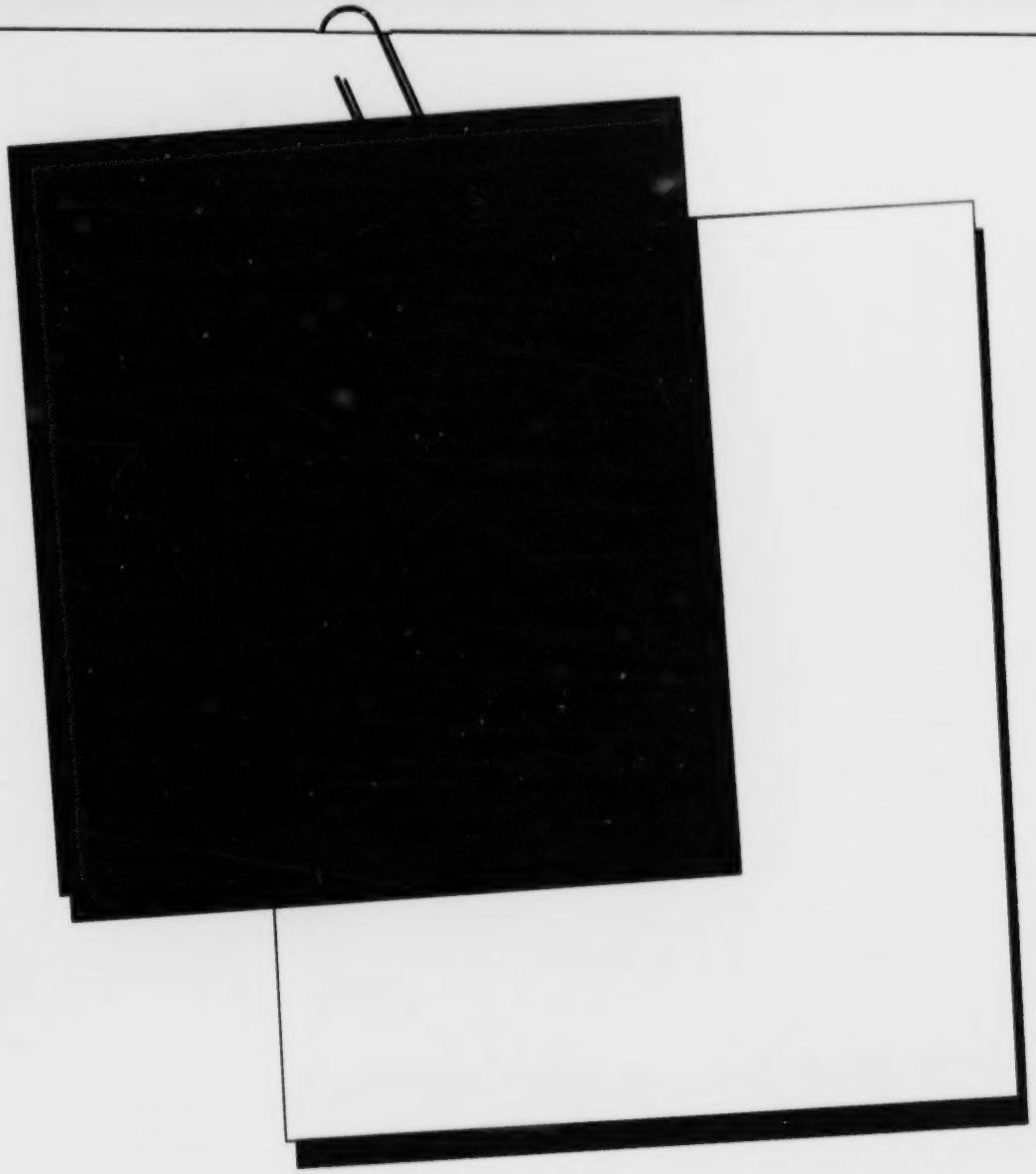
Part Two presents information about the course content of the academic subjects of The Arts, English, Foreign Language, Mathematics, Science, and Social Studies. Each section outlines what students and parents need to know about the subject: (1) what is included in the subject area; (2) what are the goals of each subject; (3) how subject areas are related; and (4) background information on the subject areas. Part Two also offers guidance to parents on how they can supplement classroom instruction with activities in the home and community.

Part Three is a guide to action. It gives information on planning and conducting workshops to help parents and others develop the knowledge and skills they need to become involved effectively in education.

Part Four consists of additional resource materials on homework, test preparation, and a partial list of organizations that can be contacted for help, free and inexpensive materials for use in the home, reading materials for children of all ages, and information on getting into college.

The appendix contains additional information on tests, a sample agenda for a parent community workshop, a workshop evaluation, form and a selected bibliography of books and reports on education.

We believe that the vast majority of students can and want to learn, and parents and adults want to be helpful. However, parents and other non-educators are often at a loss to know how to be helpful. Parents and other interested members of the community often need answers to such questions as: Which mathematics courses prepare a student for entry into college? Why is social studies important? What careers will be open to a person who studies a language in addition to English? What can I do to help a child to succeed in school?



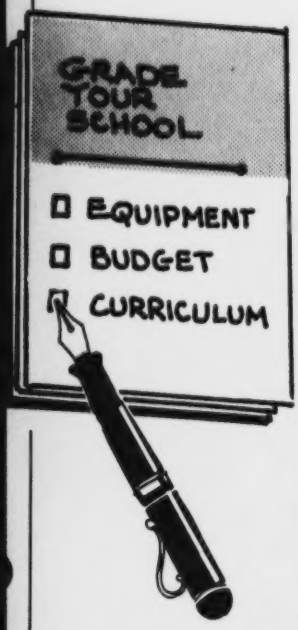
"Knowledge is power; being empowered involves knowing where to find the information you need."

Dr. Stephanie G. Robinson

NUL DIRECTOR OF EDUCATION AND CAREER DEVELOPMENT

Basic Things Parents Should Know

INFORMATION FOR PARENTS



Experience and research suggest that when parents and/or other adults show interest in and support for a child's education, the child's chances for academic success are greatly increased.

Parent involvement and interest in a child's educational activities can often be a motivator for the child. Interest and support can raise his or her academic achievement, improve attitudes and performance, and foster better communication between parent and child.

Parents need to know what courses are offered in school. Schools offer many different courses -- some to prepare students for college; others to prepare students for jobs in business and industry; still others are geared toward careers in the creative arts.

Parents should also be aware of what courses their child is taking throughout their child's educational career. They should start early -- in elementary school -- thinking about and gaining an understanding of what the child is learning and why. This is important because success in one grade often determines success in the following grade. Many courses follow a specific order. It is often necessary to complete one course satisfactorily before moving on to the next one. For example, a student needs to complete courses in algebra and trigonometry before he or she can study calculus.

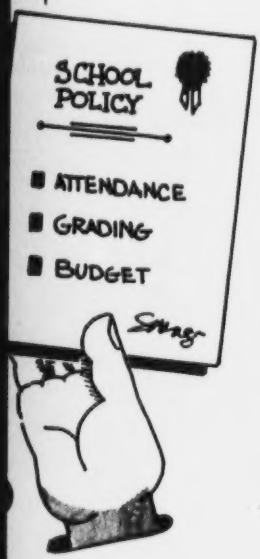
Basic Things Parents Should Know

INFORMATION FOR PARENTS

There are also some things that parents should know that may indirectly affect their child. They should familiarize themselves with the certification and training requirements for teachers. It is also helpful to know about school budgets and school funding. They should get information about the special services that are available, such as tutoring and health services. They should know that there are special programs, in some schools, for students from low-income families. These special programs, such as Chapter I and Supplemental Education, provide extra help to raise student achievement levels in reading and mathematics. The Chapter I program includes specific roles for parents.

The most important thing is to know where to get information. Often, information such as that described above can be obtained from school guidance counselors, support groups such as the Urban League, the library, and from organizations such as The College Board and the National Parent-Teacher Association. One does not have to know all the answers, but one should know where to find them. In helping with homework assignments, parents should understand that knowing where and how to direct their children to get help can be more important than knowing all the answers themselves.

INFORMATION FOR PARENTS



Parents Can Be Involved In The School By:

Volunteering in the classroom. Being visible to the child as a partner to the teacher shows interest in education.

Participating in parent-teacher conferences and attending workshops and meetings conducted by the school. This demonstrates an attitude reflective of the importance of education.

Calling the teacher, especially when things are going well. The teacher may only teach the child for one year and can benefit from a parent's understanding of the child. Parents are able to point out the child's strengths, likes, and dislikes, and suggest solutions if there are problems. They should share observations with the teacher; this helps the teacher to get to know the child and tailor instruction to his/her needs.

Being actively involved in the child's school planning and course selection. Planning course selection helps parents to keep abreast of academic progress.

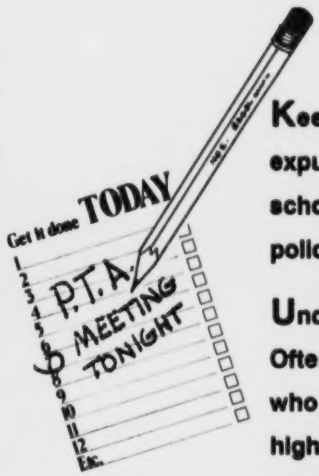
Finding out what, besides school work, might affect graduation, such as nonpayment of class dues and library fines, absenteeism, etc. (The earlier this is done, the fewer problems may be encountered at graduation time.)

Finding out about tests. Parents should know why tests are given, how results are used, how often they are given, and how parents are informed of results.

Obtaining information on school and district-wide student performance. It is not enough to know the child is doing well. Parents should have a sense of how their child's performance compares to students in other schools in the district and in schools in other towns. Some compare students with other students in the same city only. Other tests compare students nationally.

Basic Things Parents Should Know

INFORMATION FOR PARENTS



Keeping up-to-date regarding school policies on suspension, discipline, expulsion, grading, and graduation. The best way to do this is to attend school board meetings. Also, one should ask for written copies of school policies; all school districts have them.

Understanding where to go if there are questions and/or problems. Often parents are unsuccessful in this area because it is hard to find out who handles what within the school system. Tensions and anger often run high. Approaching the school unannounced and in an outrage is not a helpful way to solve problems. Find someone to talk to, and take a friend with you if you have a serious problem to discuss.

Attending the meetings where decisions are made, again, is the best way to understand school policy. Regular attendance is most helpful. The school administrator (principal) is responsible for seeing to it that parents get the information they need.

Basic Things Parents Should Know

INFORMATION FOR PARENTS

Parents Can Support Their Child's Education In The Home By:

Establishing time for homework and maintaining a schedule. Make learning fun--find ways to reward good marks, positive behavior, and good study habits. Use a lot of praise! Emphasize positive things as a means of changing bad study habits.

Knowing how much homework is assigned and what the child is expected to accomplish. Help to manage the workload by dividing the task into manageable, small doses. Use a lot of praise!

Providing a quiet place to study either at home or in a study center. At home, turn off the distractions (the television, the radio, and the record player). Soft background music helps some people to concentrate.

Encouraging positive peer helping relationships through group study. Parents can organize study groups at home, in community centers, or in church. Children learn a lot from each other; study groups help develop peer pressure!

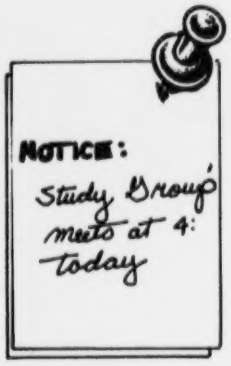
Focusing on and identifying their child's strengths and weaknesses. Praise good performances; get help when there are difficulties.

Reinforcing learning with informal activities such as visits to museums, theaters, parks, and the backrooms of supermarkets. Learning can occur anywhere. Some of the most important and enjoyable learning experiences occur outside of the classroom!

Monitoring grades. Keep abreast of tests and quiz scores. Look for achievement patterns that might suggest where additional work is needed or where the child has some special talents or strengths. Reinforce special strengths by talking about them and finding ways to use them in everyday life.

Basic Things Parents Should Know

INFORMATION FOR PARENTS



Being role models. The school can help develop a child's talents, but it is the parent and other interested adults who shape the child's attitudes and opinions about learning.

Remember -- emphasize the positive things students do by handing out lots of compliments. That makes it easier to correct the things that go wrong!

CAREERS

PARENTS CAN HELP THEIR CHILDREN TO LEARN ABOUT CAREERS BY:

[redacted]

Providing out-of-school experiences that can expose the child to various occupations.

Identifying individuals who can be mentors for their child and/or volunteering to be a mentor themselves.

Allowing their child or a group of children to spend a day at work with them.

[redacted]

Reading to young children about people in different careers. Provide books and magazines that describe careers for older children.

Seeking career information from the library and through organizations such as the Urban League and others listed in "Part 4: Organizations" in the back of this manual.

Before most children ever enter school, they are asked, "What do you want to be when you grow up?" The responses are drawn chiefly from the child's experience. And, children are usually limited to answers such as doctors, policemen, models, nurses, firemen, and often, "I don't know."

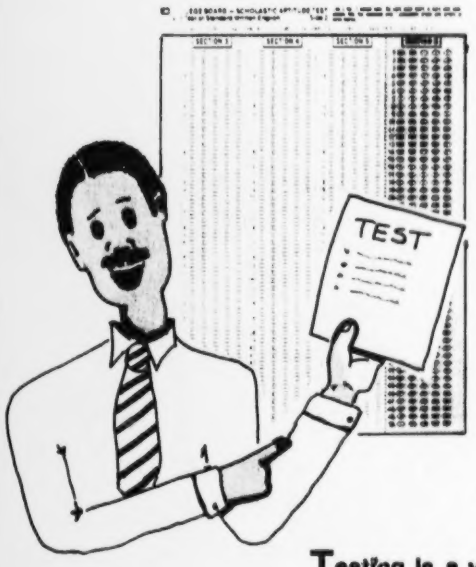
Basic Things Parents Should Know

CAREERS

In the elementary and pre-school years, this question is an important one because it helps the child to begin thinking about the future. Children start to form ideas about what they can be, very early. These ideas can affect later decisions regarding life and work. Therefore, it is important for them to learn about different kinds of work and be exposed to a variety of occupations early in the educational process. They should see and have a chance to talk to people, like themselves, (ethnic group and sex), who are involved in different kinds of work. Knowing about careers can help motivate students to learn.

TESTING

Tests are important. They can indicate to what degree a child has acquired knowledge or a skill which he or she has been taught. Most tests used in schools only indicate what the child has been taught as well as what he or she can recall. Tests should be used to determine how effective the instructional process is in helping the child to acquire knowledge.



Parents should know:

(1) What tests are being given;

(2) Why they are being given;

(3) Who is giving them;

(4) How they are going to be used;

(5) Who will get the results;

(6) How the results will be communicated to the child's parents; and

(7) How the school will use test results to improve the child's education and performance.

Testing is a very important part of the educational process. Although there are different kinds of tests, the common goals should be:

To assess what a child knows...how he or she learns, and to determine what teaching strategies will help the child to learn most effectively.

Tests are used by schools to compare each student's level of achievement with that of other students in the same grade throughout the country. They are also used to determine the student's level of achievement in specific learning tasks or academic subjects.

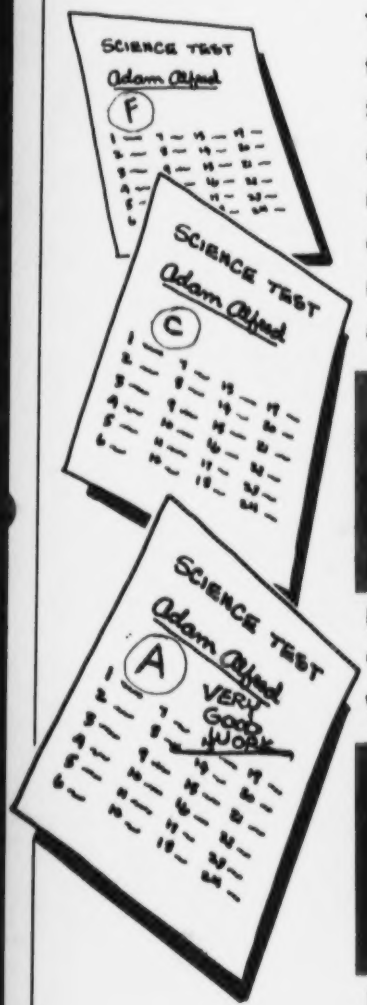
Basic Things Parents Should Know

TESTING

Some tests help to determine a student's preparation for college and his or her ability to complete first-year college work. Two of the most common among these are the ACT (American College Testing Program Assessment) and the SAT (Scholastic Aptitude Test of The College Board). These tests are generally taken in the junior or senior year of high school and are one of the factors considered by many colleges in making placement and admissions decisions. There are also a PSAT (Preliminary Scholastic Aptitude Test) and a PACT (Preliminary American College Assessment Program Test). These tests are available to sophomores and juniors through their high schools.

Test results may be one of several criteria used in the college admissions process, along with: a consideration of the admissions application filled out by the student; grades; participation in school and community activities (clubs, service groups, sports, and so forth); recommendations from teachers, guidance counselors, and other adults who know or have worked with the student; and, in some cases, a personal interview with college admissions staffs.

TESTING



Besides the SAT and ACT, there are other tests which colleges will consider in the admissions process. The College Board's Achievement Tests and Advanced Placement tests are examples of specific subject tests used by some colleges for admissions and placement purposes. Some colleges require Achievement Tests. Some require various combinations of tests; others permit students to choose. Check the requirements of the colleges where your child might apply before deciding which test to take. There is much misunderstanding and misinformation about college admissions in general and college admissions tests in particular.

[redacted]

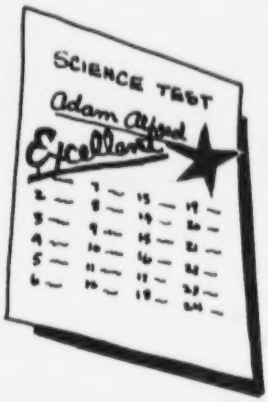
Being prepared by taking appropriate courses and practicing can help keep these gates open. While we are working to eliminate test bias and the unfair use of tests, we must provide students with every opportunity to learn how to become successful test takers.

[redacted]

Parents should contact the school and the local Urban League to find out if test-taking skills workshops are offered. These workshops can help to improve scores by familiarizing students with the structure and layout of the tests.

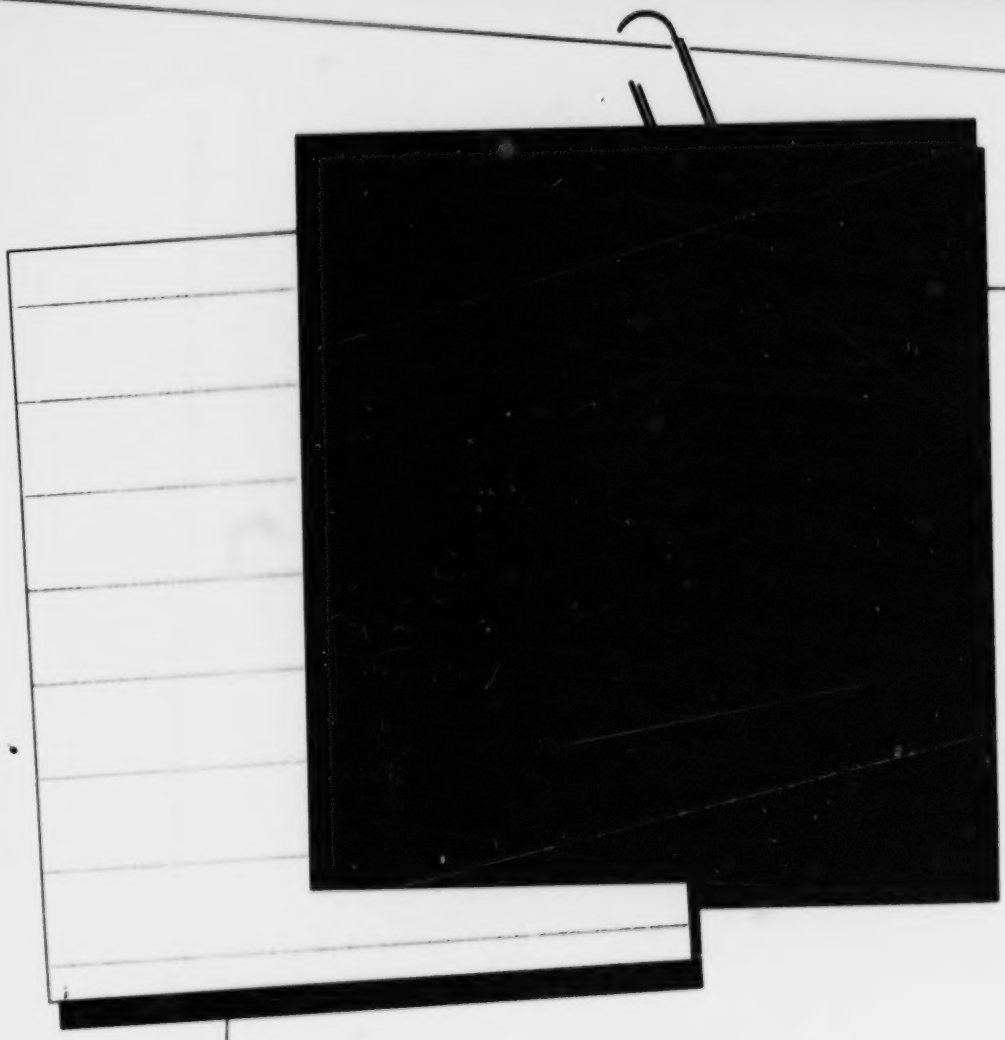
Basic Things Parents Should Know

TESTING



This section was not intended to answer all of the questions about testing, but to point out some issues and to indicate where some answers can be found. Additional information on testing can be found in the Resource Materials section and in the Appendix.

The National Urban League is committed to working towards the elimination of test bias and the inappropriate or illegal use of tests.



8:45	Algebra I	Amer. Hist.
9:45	English	Assembly
10:40	Soc. Studies	Earth Sci.
12:15	Lunch	Lunch
1:05	Phys. Ed.	Art
2:00	French	Mech. Draw.
2:50	Study Period	Computer Sci.

"In the years ahead, our economy will need an increasing number of well-educated people....We will all be well-served if educational excellence can be made possible not just for the few, the best, and the brightest, but for all students."

Dr. Adrienne Y. Bailey, Vice President for Academic Affairs
THE COLLEGE BOARD

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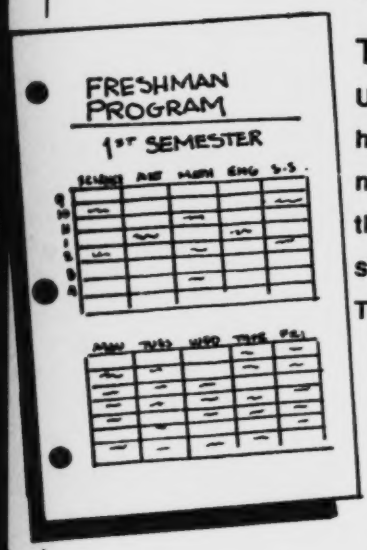
Academic Competencies

SUBJECTS



Introduction

The information in this section of the manual is to be used by local Urban Leagues, churches, and other groups that are interested in helping parents and concerned adults to understand what students need to know in order to be successful in high school, college, and the world of work. This part of the manual describes the subjects students should take in high school and why they should take them. The subjects discussed in this section are:

(1) THE ARTS
(2) ENGLISH
(3) FOREIGN LANGUAGE
(4) MATHEMATICS
(5) SCIENCE
(6) SOCIAL STUDIES

Basic Academic Competencies:

This section describes some of the Basic Academic Competences. It includes examples of how the Basic Academic Competencies are interwoven into the learning experience in each subject area. The information was taken from publications by The College Board's Educational EQuality Project entitled Academic Preparation for College, and the Academic Preparation Series.

NOTE:

The Basic Academic Competencies are described in detail in The College Board, publication Academic Preparation for College. The Academic Preparation Series includes books on Foreign Language, the Arts, English, Mathematics, Science, and Social Studies. If you want to read about them in more detail, contact your local Urban League or The College Board.

Academic Competencies

SUBJECTS

When they are studying different subjects in school, students need to acquire Basic Academic Competencies in READING, WRITING, SPEAKING AND LISTENING, USING MATHEMATICS, USING COMPUTERS, REASONING, AND STUDYING.

The Basic Academic Competencies identified by the Educational EQuality Project are skills or tools essential for acquiring knowledge and using English, Science, Language Arts, and all of the other subjects to one's benefit. The Basic Academic Competencies enable the student to use the information in the subject area. They are essential to the development of abilities that students need to succeed in school and in the world of work. BY DEVELOPING THESE COMPETENCIES, STUDENTS LEARN HOW TO LEARN. LEARNING IS A LIFELONG PROPOSITION.

For example, students who pursue the arts must read about artists and be able to use computer-assisted design. Professional artists would use mathematics to compute profits from the sales of their works and to know how much taxes to pay! The relationship between being able to study and being successful in school is pretty clear. Students need to be taught how to study for each subject and they need to practice studying for each subject.

Being able to use reasoning and to solve problems is a very important skill or basic competency. A person cannot possibly learn everything he or she will need to know. However, the successful person is able to find out where to go for answers by using logical reasoning.

Academic Competencies

SUBJECTS

The Basic Academic Competencies Are Learned Skills; All Students Have The Opportunity To Practice Them In Each Subject Area. Be Alert, Not All Courses Provide Opportunities To Practice The Basic Competencies. Be Sure To Help Students Select Those That Do! Remember Employers Want Workers Who Can Think, Act Independently, And Solve Problems!

The Basic Academic Competencies are described below.

READING

Being able to comprehend the main points and summarize ideas in different types of materials.

Being able to recognize and interpret ideas, opinions, and assumptions.

Being able to use indexes, glossaries, dictionaries, and thesauruses.

Being able to read and follow written instructions.

Being able to select a topic, gather information, and prepare an outline that can be developed into a paper or report.

Being able to write and revise what has been written using correct, standard English.

Being able to follow the requirements for different types of writing, such as job applications, letters, resumes, research reports, and instructions to others.

Academic Competencies

SUBJECTS

SPEAKING/ LISTENING

Being able to communicate ideas and information in language suitable for different situations.

Being able to comprehend ideas in lectures and discussions, to answer and ask questions clearly, and to follow spoken instructions.

Being able to speak and understand standard English.

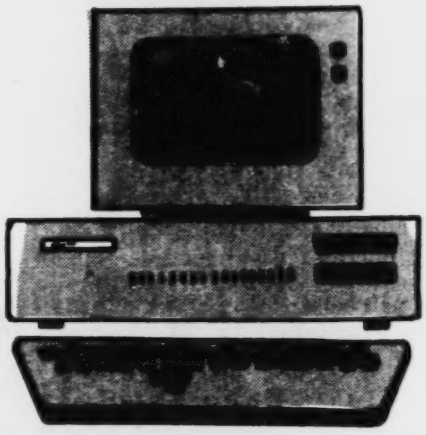
MATHEMATICS

Being able to add, subtract, multiply, and divide accurately, using natural numbers, fractions, decimals, and integers. Being able to use the mathematics of algebra and geometry.

Being able to make and use standard metric measurements and to use appropriate tools and approaches (mental computation, paper and pencil techniques, calculator, and computer).

Being able to make estimates and to judge the accuracy of results of mathematical problems.

COMPUTERS



Being knowledgeable about computer terms and uses of computers (word processing, problem-solving, instruction, information analysis).

Understanding how computers are used for different purposes (school, business, home).

Being aware of problems related to the use of computers (changing job requirements, loss of jobs due to automation, potential for violating privacy, and so forth).

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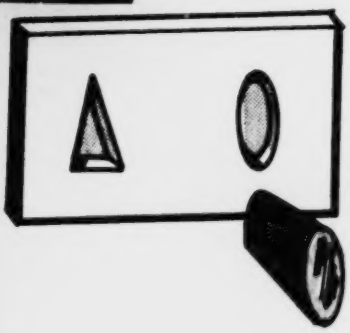
Academic Competencies

SUBJECTS

REASONING



Being able to recognize and use inductive and deductive reasoning and to recognize errors in reasoning.

Being able to identify and solve problems.

Being able to weigh different sources of information to draw reasonable conclusions.

Being able to determine when action is necessary and to develop an appropriate plan.

STUDYING

Being able to set study goals and plans and to stick to them.

Being able to apply what is learned to new situations.

Being able to locate and use information from libraries and other sources outside the classroom.

Without such competencies, full knowledge of science, language, and all other subjects is unattainable.

The National Urban League, with technical assistance from the College Board, has translated the basic learning of the knowledge and skills discussed in The College Board publications into easy-to-read subject sheets that can be used by parents. This material breaks downs all the educational jargon and states explicitly what students need to learn, what parents need to know, and how parents can supplement classroom instruction with activities in the home.

Academic Competencies

SUBJECTS

Each of the six subject matter sheets that follow is divided into five parts:

Introduction	What is included in the subject area?
Goals	What are the goals of the subject?
Connections To Basic Academic Competencies	How the subject areas work together and depend on each other.
Facts	What parents should know about the subject.
Activities	Ways that parents can reinforce study.
Careers	Careers that relate to the Subject Area

THE ARTS: What Students Need To Learn

Introduction

What is arts education? Arts education includes courses and activities in visual arts, theater, music, and dance that train students to pursue quality, to be expressive and responsive, to exercise their imaginations, and to be interested in the thoughts and creations of others. The arts provide creative avenues through which all people can enrich their lives both by self-expression and response to the expression of others.

Through the arts, students learn how to enjoy and appreciate the beauty of Varnette Honeywood's paintings, the musical genius of Quincy Jones, the elegance of Judith Jamison of the Alvin Ailey Dancers, the symmetry of Michael Peters' choreography in Michael Jackson's "Thriller" video, and the dramatic performances of Alfre Woodard and James Earl Jones. The arts also enrich what students learn in other areas. For example, they help students understand various cultures, appreciate differences, and identify similarities. They nurture a willingness to be innovative, teach perseverance and flexibility in problem-solving, enhance the ability to learn from others, and reinforce observational and interpretative skills.

The arts -- visual arts, theater, music, and dance -- challenge and extend human experiences and add to the quality of life for everyone. Not everyone will perform or create new works of art. However, everyone should be taught enough about the arts to be able to appreciate and enjoy the arts as observers and members of audiences.

The Arts

SUBJECTS

Goals of the Arts

School systems generally develop a set of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement in the arts. If a child is talented or has a special interest in the arts, particular care should be taken to determine what is contained in the school's curriculum.

Children's abilities and interests in music, dance, drawing, and painting begin to develop at a very early age. These abilities and interests can, of course, be increased greatly through training and practice.

Between the ages of five and twelve, children may demonstrate abilities to use speech well, dance, draw, sing, make things with clay and blocks, describe or write a short story, or put on a short performance.

By junior high school, children should understand some of the basic aspects of artwork, react to sound qualities and changes in dance movements, and/or understand why certain costumes are used for a particular kind of dance.

High school students should begin to develop the ability to hear repeat patterns in songs, see repeat movements in dance, notice certain formations and structures in pictures, learn how to evaluate and improve their own artwork, and understand how important creativity and imagination are to the arts.

ART: How It Involves The Basic Academic Competencies

The Basic Academic Competencies should be integrated into the study of the arts. To be successful, students must be able to read, write, speak and listen, reason, study, use computers, observe, and do mathematics. These skills are developed through school course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the study of the arts.

Art classes involve lectures, question-and-answer periods, and discussions that require students to critique, analyze, and make judgments. Music, theater, and dance call for intensive listening, interpretative, and critiquing skills.

In every area of arts education, students must develop reading skills. This especially relates to the symbols in a musical score,the analysis of the poetry in the words of a song, the diagrams that sketch the structure of a painting, the tables containing the firing temperature of a kiln (an oven in which pottery is baked), the activities involved in learning parts in a play, and the process of acquiring information about the various art forms.

Writing skills are necessary to the study of the arts. In theater, students keep records of production activities, while in other areas creative writing is used. In music and dance, writing takes the form of symbols related to musical composition and dance movement. Choreographers must write their dance instructions. Additionally, students learn how to describe the arts in words and may often be assigned to critique performances.

The Arts

SUBJECTS

Calculations and measurements are used in building scenery, mixing paints, or using a photographic enlarger.

The study of the arts teaches student to express ideas, thoughts, and feelings in different ways. It also helps them to understand the importance of creativity and imagination to the arts and to society. It helps people to enjoy and get more out of life.

FACTS PARENTS SHOULD KNOW ABOUT THE STUDY OF THE ARTS:

Parents can help their children learn about the arts. Below are a few common facts about the arts which will be useful as you encourage and support your child.

All arts programs should offer students an opportunity to be active participants.

Arts education at the high school level varies. Some schools offer very few courses in the arts; some offer a great variety of art courses; and some specialize in the teaching of the arts. Students who plan to pursue a career in the arts need special in-depth preparation in one or more of the areas identified below.

Good arts education tends to reinforce the following:

(1) Knowledge of how to produce or perform works of art;
(2) Knowledge of how to analyze, interpret, and evaluate works of art; and
(3) Knowledge of works of art from other periods and cultures.

The Arts

SUBJECTS

The following are examples of art courses offered at the high school level:

(1) Visual Arts -- drawing, painting, print-making, design, crafts, ceramics, sculpture, film-making, jewelry-making, photography, and art history;

(2) Theater -- acting, directing, producing (involving an understanding of scenery, costume design, make-up, lighting, and design), and marketing (generally promotions and financing);

(3) Music -- singing, playing an instrument, composing, and studying music history and literature;

(4) Dance -- techniques may consist of ballet, modern, jazz, ethnic, tap, improvisation, and choreography, all used to explore the nature of movement; the study of the culture and history of dance; and the production of dance concerts that explore the relationship of music, lighting, space, scenery, and costumes to dance.

Ways That Parents Can Reinforce Study of the Arts:

A lot of important learning takes place outside and inside of the classroom. The list below should give you ideas as you help your child improve his/her study of the arts.

Start early in getting information on your school's arts program. Be conscious of differences in course content. Look for hands-on experiences and opportunities to create. At the high school level, consider programs that include college preparation in the basic competencies listed earlier.

See if your school offers opportunities to learn an instrument and encourage your child to take advantage of available opportunities.

Attend school exhibitions and performances in which your child is a participant.

Show appreciation for your child's products. If your child is in a visual arts class, encourage him/her to bring work home, when possible, and display it some place in the home where others can see it.

If your child is in a dance class, encourage him/her to perform at home, with you and other family members as the audience.

If your child is studying an instrument, make sure he/she practices regularly. Sit with your child during some of the practice sessions and let him/her explain what he/she is doing.

Encourage your child to join arts groups outside the school. Usually groups in art, music, and dance can be found that don't charge a fee; for example, church choirs, boys/girls clubs, and community center groups.

The Arts

SUBJECTS

Visit art museums and allow children the opportunity to observe the styles of various artists and develop a sense of the "great masters." Talk about your experiences and share viewpoints.

Watch television shows with your child that focus on special "arts" topics. Many can be found on public broadcasting stations.

Whenever possible, take your child to see a "live" performance. Local communities often have theater groups.

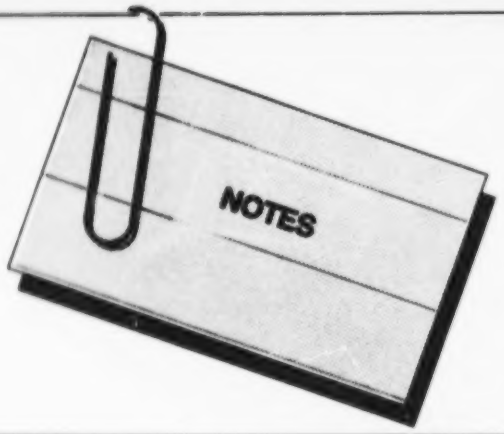
Visit ethnic and cultural fairs in your city. This activity provides children with the opportunity to experience the dance, music, and the visual arts of other countries and other cultures. Make sure that your child has a chance to learn about his/her cultural and ethnic heritage.

CAREERS IN THE ARTS

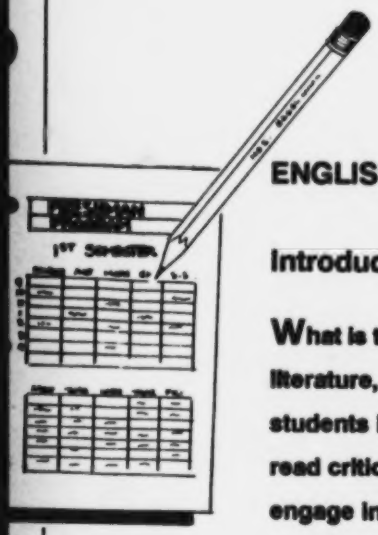
Musician	Teacher
Actor	Writer
Dance Technician	Set Designer
Choreographer	Cartoonist
Fashion Designer	Illustrator
Computer Graphics Designer	Entrepreneur

The Arts

SUBJECTS



Parents with children who display a special talent or interest in the arts can learn more about specific preparation by contacting the Educational EQuality Project, the College Board, 45 Columbus Avenue, New York, New York 10023, to request Academic Preparation for College or Academic Preparation in the Arts. You may also contact your local Urban League or the National Urban League, 500 East 62nd Street, New York, New York 10021.



ENGLISH: What Students Need To Learn

Introduction

What is the study of English? The study of English includes the study of literature, language, and composition. Through the study of English students learn reading, writing, speaking, and listening skills and learn to read critically, to write as a way of discovering and clarifying ideas, and to engage in a discussion as both speaker and listener. Students also learn to use and manipulate language through an understanding of grammatical systems and patterns of usage.

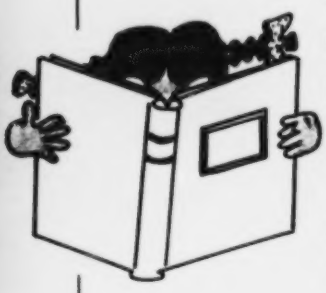
Mastery of English is necessary in the study of other subject areas. It provides the tools necessary to write essays and reports, to communicate attitudes and ideas, and to expand thought. It aids in understanding and comprehending new information.

English is important to students' daily lives. It enables them to understand and express themselves to the world and to other people. English training includes the development of the ability to communicate in various conversational modes. Some modes are appropriate for business and school; others are appropriate for social settings. Each is fine for use in its own setting. And, as in academic course work, English provides some basic tools necessary for success in the world of work. It also brings personal fulfillment, by providing students the opportunity to get pleasure from reading a variety of materials and the ability to create with the written word.

English

SUBJECTS

Goals of English



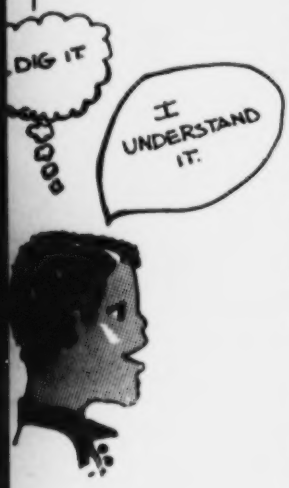
School systems generally develop a set of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement.

Reading:

Students should learn that reading skills are essential in understanding material presented in other subject areas such as science, social studies, math, foreign language, and the arts.

Students should be encouraged to read independently, to pursue their own interests in reading, and to understand that reading regularly will lead to an improvement of reading skills and enjoyment of reading.

Students should read a variety of literature from many periods in history and from all over the world. They should recognize the various forms of literature.



Students should be able to learn to understand that writing involves collecting information, organizing ideas, and writing and revising materials.

Students should develop the ability to write for different purposes and to determine when to use a particular style.

Students should be aware that writing a paper involves several stages, from planning to producing a final draft.

Students should understand that rewriting assignments is an important part of learning how to write well, which will give them confidence in their ability to solve problems in their writing.

Language:

Students can increase their vocabulary by listening to others speak and by reading what others have written.

Students should be able to identify regional and cultural language variations, slang, and jargon, and understand their relationship to standard English.

Students should develop an understanding of the parts of the English language.

English

SUBJECTS

English: How It Involves The Basic Academic Competencies

The Basic Academic Competencies should be integrated into the study of English. To be successful in school and in the world of work, students must be able to read, write, speak, listen, reason, study, use computers, observe, and do mathematics. These skills are developed through course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the study of English.

Reading skills should be developed along with the content of every subject. Reading can be taught through any subject.

Understanding of the material presented in one academic subject often depends on the ability to transfer and relate previously learned information students have read in another subject area.

Students develop the ability to engage in discussion as both speaker and listener — interpreting, analyzing, and summarizing the information they read and hear. The understanding of literature is enhanced by class discussion. The ability to reason can be developed through class discussion.

The use of computer word processors allows students to focus on the creative elements of writing and not be discouraged by the mechanics involved in revising and retyping a paper.

Often, activities which require observation can provide the basis for good writing exercises. Observing the world around us and describing it improves language.

Study habits can be enhanced through reading.

English

SUBJECTS

Facts Parents Should Know about the Study of English:

Parents can help their children in learning English. Below are a few common facts about the study of English which will be useful as you encourage and support your child's studies.

Given support and encouragement, all children can perform well in English.

Students' abilities to ask questions, recognize assumptions, and evaluate ideas is directly related to their ability to understand what they read.

Students should have lots of opportunities to talk so that they can learn to speak confidently when asked questions which demand an analytic or reasoned response. Understanding a story is a step toward comprehending what the story means.

Students should be able to recognize the intentions of a speaker and to be aware of the various methods a speaker uses to influence or reach an audience.

Students should be helped with recognizing that what they hear or read may not always be correct or may reflect the writer's bias. They should evaluate and analyze what they read.

Students should be trained in note-taking. Students should not only learn to read, they must comprehend and interpret the meaning of what they read. This process starts early!

Ways That Parents Can Reinforce English Skills:

Learning takes place both inside and outside the classroom. The list below should give you ideas as you help your child improve his/her skills in English.

Start early in getting information on your school's English program. Look for opportunities to read different types of literature and try out different types of writing. Encourage your child to develop writing skills as well as skills in grammar and spelling. At the high school level, ask about those courses designed for college preparation.

Participate in homework assignments. Encourage your child to read aloud. Make suggestions to help with clarity and flow. At least once a week, ask your child about his/her progress in English class. If your child is doing well, openly praise and applaud his/her efforts. If your child is having difficulties and you cannot help, talk with the teacher, or someone else who can help.

Encourage your child to join English-related clubs.

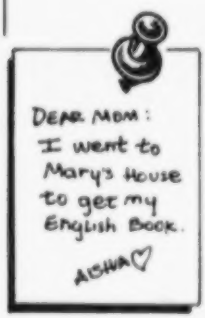
Visit the library with your child regularly; help your child discover that books are enjoyable and informational.

Read some of the books chosen by or assigned to your child, and talk to him/her about these books. Have fun reading — relate reading to good times!

Help children practice writing skills by providing opportunities for them to write notes or instruction to the delivery man, the babysitter, and/or a neighbor.

English

SUBJECTS



Provide opportunities for children to fill out forms of various kinds, such as order and application blanks, instead of making verbal requests, occasionally encourage your child to put his/her requests in writing. Encourage your children to write notes about where they are going.

Provide opportunities for your child to call for information, telephone for assistance, obtain travel information, order food in a restaurant, call taxicabs, and so forth.

Monitor the television shows your child watches; after viewing a television program with your child, discuss what you have seen with him or her.

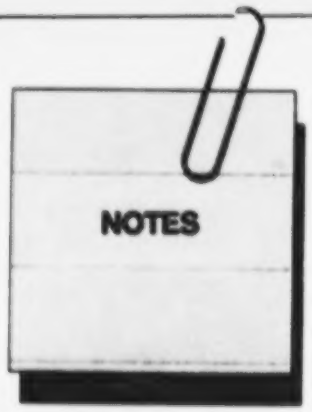
Give books as gifts on birthdays and other special occasions.

CAREERS IN ENGLISH

Editor
Teacher
Novelist
Journalist
Technical Writer
Publisher
Poet
Copywriter
Word Processor
Lyricist
Entrepreneur

English

SUBJECTS



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FOREIGN LANGUAGE: What Students Need To Learn

Introduction

What is foreign language instruction? Foreign language instruction teaches students to understand, read, write and speak various languages. It expands their tolerance and understanding of different cultures and customs; and it teaches them respect for the values and ways of life of other peoples. It prepares students to interact appropriately with individuals of different cultures. This instruction also includes the study of classical languages -- Latin and ancient Greek -- which, also with the study of other languages, trains students to understand the root and meaning of many words in the English language.

Foreign language instruction can also help students understand and master their own native language. It can improve vocabularies, develop writing skills, and stimulate memorization and daily problem-solving skills. It also offers practice in speaking and listening.

Additionally, the study of foreign languages permits students to exchange ideas and information between cultures. It can prepare them for careers in business, commerce, international relations, law, science, diplomacy, and the arts. It helps us to know that this is indeed a small world.

Foreign Language

SUBJECTS

Goals of Foreign Language Studies in High School:

School systems generally develop their own sets of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement in foreign language.

Foreign language study in high school should go beyond grammar-translation or drill-and-practice approaches; it should develop the student's ability to use and operate in another language as it is written and spoken by natives.

Students should be able to ask and answer questions and maintain a simple conversation in areas of "immediate needs" and "very familiar topics." "Immediate needs" may include those language functions involved in travel, such as ordering food, getting a hotel room, and buying a bus or train ticket. "Immediate needs" and/or "familiar topics" also include basic social interaction, such as greetings, introductions and leave-takings.

Students should acquire the ability to pronounce the language well enough to be understood by native speakers of that language. However, language skills develop slowly; students should expect to acquire near-native pronunciation only after years of effort and practice.

In terms of listening skills, students should develop the ability to understand simple questions and statements in the language which they are studying.

SUBJECTS

In understanding different cultures, students need to know such things as what words to use in greetings, how to vary greetings according to the time of day, the social situation, and the age of the individual, what gestures to use such as shaking hands and bowing, and what words or gestures might be considered negative or offensive.

After taking several high school foreign language courses, students should begin to understand, read, write, and speak about familiar topics using the language they are studying.

Students should develop the ability to read and understand information presented in a simple paragraph. They should be able to figure out the main idea and other details and should be able to use a dictionary to look up new words.

Students should have the ability to write a short paragraph on "familiar topics," such as family, home, daily and school life.

SUBJECTS

FOREIGN LANGUAGE: How It Involves The Basic Academic Competencies

The study of the Basic Academic Competencies should be integrated into the study of foreign language. To be successful students must be able to read, write, speak and listen, reason, study, use computers, observe, and do mathematics. These skills are developed through school course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the foreign language classroom.

Foreign language courses give students practice in basic communication skills such as speaking and listening. In these courses, students learn to answer and ask questions and to follow spoken instructions.

Students with weak English vocabularies can develop them through foreign language study; those with good knowledge of the English language will find much reinforcement.

Writing in a foreign language not only improves ability to use the language, but also increases students' skills in English.

The study of foreign language offers students an opportunity to become observers of other cultures and, at the same time, to become aware, culturally, of their own surroundings.

Learning a foreign language requires a set of study skills ranging from simple memorization to problem-solving.

Foreign Language

SUBJECTS

The study of foreign language provides ample opportunity to become good at using the simple arithmetic of everyday life, such as counting, using telephone numbers, reading travel schedules, telling time, exchanging money, and describing height and weight and clothing sizes.

The foreign language student and teacher can do many things at the computer. Drill can be less tedious than when a text or workbook is used, and the feedback is immediate -- and visual.

Foreign Language

SUBJECTS

Facts Parents Should Know about Foreign Language Studies:

Parents can help their children develop foreign language skills. Below are a few common facts about foreign language study which you will find useful as you encourage and support your child.

Given support and encouragement, all children can perform well in foreign language studies.

Continuous study of a foreign language is important. Children who have a gap of one year or more in their language studies are likely to forget a great deal of what they have learned.

Children who have grown up in families or in a school environment in which a language other than English is spoken have an advantage when involved in the formal study of a foreign language. Often the first language is the hardest to learn -- others come more easily. It has been found that children who already speak two languages know a great deal about language and the process of learning languages.

The best preparation for high school language study is language study in the elementary and junior high schools. On the whole, in other countries, people generally begin studying English at or before the age of 10.

If students receive a solid foreign language foundation in high school, they will be able to continue their language studies in college on a more advanced level.

Ways That Parents Can Reinforce Foreign Language Studies:

A lot of important learning takes place outside and inside of the classroom. The list below should give you ideas to help your child in foreign language studies.

Start early in getting information on your school's foreign language program. Check course content. Be aware of what's needed for college preparation.

Get involved in your child's homework assignment. Become familiar with the assignment by allowing your child to teach you a few simple phrases -- learn them and use them!

Expose your child to the use of foreign language in everyday experiences by taking your child to local cultural and ethnic events, by attending movies or listening to radio and television shows in other languages, and by purchasing newspapers and magazines in other languages.

Encourage your child to join foreign language clubs and participate in foreign language events at school.

At least once a week, ask your child about his/her progress in foreign language studies. If your child is doing well, openly praise and applaud his/her efforts. If your child is having difficulties and you cannot help, talk with the teacher, or find a friend, relative, or someone else who is competent to help.

Visit the library and find books on different cultures.

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Foreign Language

SUBJECTS

Visit local natural history and art museums with your child. These museums usually have exhibitions and offer classes on foreign cultures. Some also offer classes on specific facts of living in a particular culture; for example, cooking.

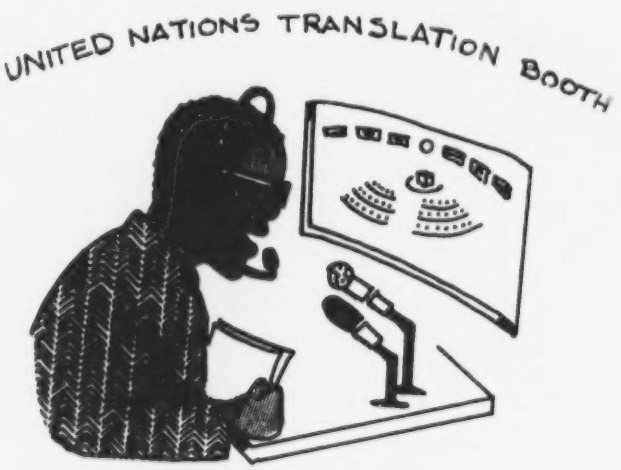
Watch television programs such as "National Geographic" and "Wild Kingdom" with your child. These programs often cover subjects on various cultures and countries.

Point out and discuss local newspaper stories involving various countries and cultures. The Sunday newspapers in most cities have a foreign travel section.

For birthdays and other special occasions, give your child books, subscriptions to magazines, and posters that tell about foreign countries. You can also give your child mobiles, statues, jewelry, and other gifts from various countries. Items from foreign countries can generally be found in art or natural history museums, import and variety shops, hotel lobby shops, travel agency offices, and the larger department stores.

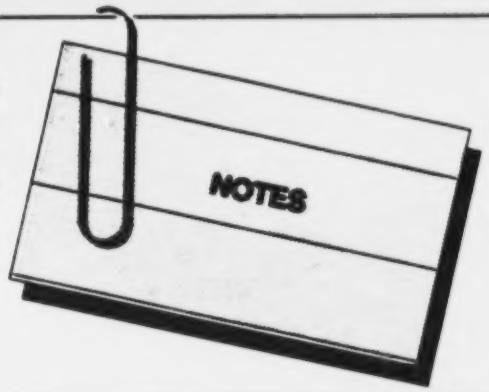
Careers In Foreign Languages

Diplomatic Secretaries
Foreign Correspondents
Teachers
Foreign Service Officers
Immigration Officers
Interpreters
Sales Representatives
Flight Attendants
Translators
Travel Guides
Entrepreneurs



Foreign Language

SUBJECTS



Parents with children who display a special talent for or interest in foreign language can learn more about specific preparation by contacting the Educational EQuality Project, The College Board, 45 Columbus Avenue, New York, New York 10021, to request Academic Preparation for College or Academic Preparation in Foreign Language. You may also contact your local Urban League or the National Urban League Inc., 500 East 62nd Street, New York, New York 10021.

MATHEMATICS: What Students Need To Learn

Introduction

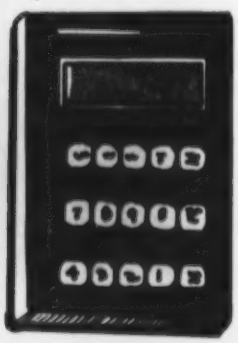
What is mathematics education? Mathematics education teaches students to perform addition, subtraction, multiplication, and division. It teaches the use and understanding of fractions, decimals, and integers. It also trains students to make and use measurements. It includes the study of computers, algebra, statistics, geometry, and calculus.

[redacted] It contributes to our general competencies in reading and writing by promoting logical and critical thinking. Mathematics can also be a cooperative activity — teaching students to learn from each other. The study of mathematics also builds and enhances the broader mathematical skills necessary for college study and plays a key role in college preparation.

[redacted]

Mathematics

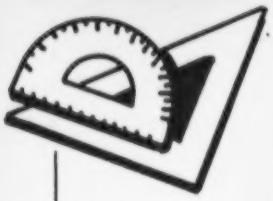
SUBJECTS



Goals of Mathematics

School systems generally develop their own set of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement in mathematics.

Continuous study of mathematics will lead to the development of more skill in this area.



At the middle school or junior high school level, mathematics should prepare students for study of algebra in high school. Mathematics should not just review elementary school arithmetic.

Students who take trigonometry, geometry, and calculus tend to score high on standardized mathematics tests.

Students should develop the ability to take and use measurements in both traditional and metric units. Mathematics can be learned through practice and hard work. Students should take geometry and trigonometry as well as calculus and physics.

Students should be able to see and solve problems in mathematical terms.

SUBJECTS

Students should learn how to solve problems and work with computers -- use of computers should not be limited to drill and practice or to play games. However, some games can help students learn mathematics.

Computers are useful in understanding how to organize information and solve problems, not only in mathematics but also in the social sciences, in language, and in the arts.

Students should be exposed to the use of mathematics outside the classroom. They should know how it applies to various careers and how it is very necessary for everyday living.

Mathematics

SUBJECTS

MATHEMATICS: How It Involves The Basic Academic Competencies

The Basic Academic Competencies are integrated into the study of mathematics. To be successful students must be able to read, write, speak and listen, reason, study, use computers, observe, and do mathematics. These are skills developed through school course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the study of mathematics.

The skills of reading, writing, speaking, and listening are combined with those of reasoning when applied to solving real-life mathematics problems.

The study of mathematics can help improve students' speaking and listening skills. In turn, students' speaking and listening skills can help improve their understanding of mathematics.

Reasoning in mathematics requires the ability to differentiate the facts from opinion, conclusion from assumption, and to differentiate between what has been proved and what has been suggested.

In mathematics classes, computers can be used for self-instruction, to practice skills, and to review concepts and principles and solve problems. Some computer games can provide practice in problem-solving, reasoning, and logical thinking.

The study of mathematics can help students develop such study skills as taking notes and monitoring the pace of one's own work to be sure it is completed.

SUBJECTS

Reading a mathematical argument requires a combination of skills, including logical thinking and reasoning, as well as comprehending the meaning of the problem.

Study skills can be strengthened through consistently working on solving mathematical problems.

Mathematics

SUBJECTS

Facts Parents Should Know about the Study of Mathematics:

Parents can help their children learn mathematics. Below are a few common facts about mathematics which will be useful as you support and encourage your child.

[redacted]

Mathematics involves knowing when as well as how to add, subtract, multiply, and divide.

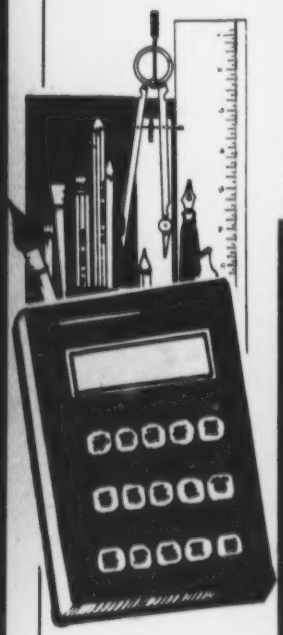
In addition to algebra, most schools offer courses in geometry, trigonometry, calculus, and other advanced mathematics courses.

Your child's feelings and interest in mathematics and science are formed in elementary school. In the early grades, mathematics should be a part of the child's everyday experiences. Games can help make mathematics fun.

Many teachers in elementary and middle or junior high schools group students according to ability. You should know how these groups are formed and make sure that your child is not placed in a "dead-end" track of courses that do not lead to a more advanced study of mathematics.

[redacted]

SUBJECTS



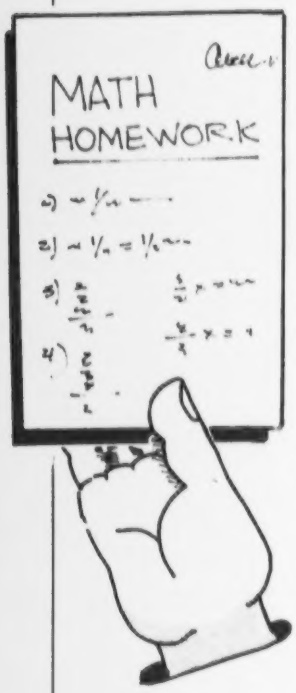
Calculators, computers, videotapes, and video discs are useful aids in all courses, particularly mathematics.

Algebra I and college preparatory mathematics courses are important to careers in mathematics and science. For example, engineering careers involve a lot of mathematics.

Mathematics

SUBJECTS

Ways That Parents Can Reinforce the Study of Mathematics:



Learning takes place both inside and outside the classroom. The list below should give you ideas as you help in your child's study of mathematics.

Start early in getting information on your school's mathematics program. Be conscious of course content. Look for those courses that prepare students for college entry. Help your child see mathematical problems and relationships in everyday life, such as measuring a window for curtains, making change, and balancing a checkbook.

At least once a day, ask your child what he/she did in mathematics or computer class today.

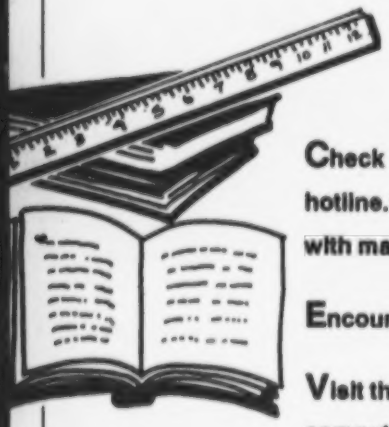
At least once a week, ask your child about his/her progress in mathematics. If your child is doing well, openly praise and applaud his/her efforts. If your child is having difficulties and you cannot help, talk with the teacher, or find a friend, relative, or other competent persons who can help.

Check every day to make sure that your child is completing homework assignments. Ask to see completed homework.

In reviewing homework assignments, offer to read questions from the textbook for your child to answer. (You don't have to know all the answers, but talking about assignments may help to motivate your child.)

Establish a regular study time and provide a quiet space for study -- away from the telephone, television, and radio.

SUBJECTS



Check with your child's school to see if the district has a "homework hotline." Many districts have set up telephone "hotlines" to assist students with mathematics homework.

Encourage your child to join mathematics or computer clubs.

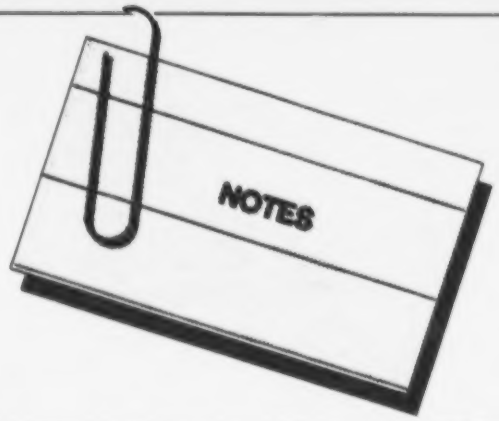
Visit the library to find books on mathematics topics. Many libraries have computers that you can sign up to use.

For birthdays, Christmas, and other special occasions, give your child mathematics and computer books, mathematics games, puzzles, toys, calculators, and posters.

Play games that reinforce mathematics skills, such as card games and chess.

CAREERS RELATED TO MATHEMATICS

Bank Manager
Computer Programmer
Mathematician
Financial Planner
Market Researcher
Doctor
Scientist
Teacher
Astronaut
Architect
Realtor
Entrepreneur



Mathematics

SUBJECTS

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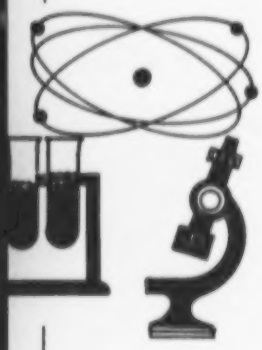
SCIENCE: What Students Need To Learn

Introduction



What is science education? Science education is the study of the natural world. It involves the observation, identification, description, experimental investigation, and theoretical explanation of natural occurrences. It provides an examination of and familiarity with the life, physical, and earth sciences. It also helps students understand how the various sciences relate to each other and to the world in general.

Experiences in the science classroom teach students to draw conclusions or make inferences from data, and to use mathematical relationships to describe results obtained through observation and experimentation. The sciences develop students' reasoning, problem-solving, and writing skills.

Science can improve the way we live. Scientific inventions and exploration have resulted in the creation of microwave ovens, video cassette recorders, computers, and artificial body parts. Science helps us to understand issues such as chemical spills, air pollution, AIDS, and nuclear power. Furthermore, science prepares us to evaluate the benefits and risks associated with technology.

Science

SUBJECTS

Goals of Science:

School systems generally develop a set of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement.

Science courses should involve collecting and interpreting data, and not just memorizing terms.

Children should learn to apply mathematical relationships to science problems.

Students should learn to recognize a problem, develop an assumption, and design appropriate procedures for performing experimental tests.

Students should develop an ability to read information presented on graphs and charts.

Children should develop the ability to draw conclusions or make inferences from information, observations, and experimentation.

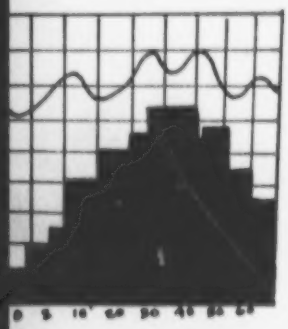
The science curriculum should help children to develop an understanding and detailed knowledge of at least one field of science.

Your child should learn how to solve problems and to use the computer -- not just do drill and practice or play games.

Children should be prepared to understand the connection between science fields and particular careers by the time they reach middle and junior high schools.

Continuous study of science, at all levels, will lead to more skill in this area.

SCIENCE: How It Involves The Basic Academic Competencies



The Basic Academic Competencies should be integrated into the study of science. To be successful students must be able to read, write, speak and listen, reason, study, observe, use computers, and do mathematics. These skills are developed through school course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the science classroom.

All science depends on mathematics. For example, in the science of genetics, mathematical probability is used to determine if a child will have the mother's eye color or father's weight.

Students should develop the ability to see and interpret things and events in nature and in the laboratory with reasonable accuracy; they should also learn to record such observations in an appropriate form.

Science concepts have connections to one another. Therefore, competence in science means understanding these relationships.

As students are encouraged to develop and express their own understanding of science, that understanding is likely to become more accurate and consistent.

Students' understanding of science can be enhanced through the use of written assignments.

Computers can and should be used as an important part of science instruction. Microcomputers expand and build on students' laboratory experiences.

Science

SUBJECTS

Facts Parents Should Know about the Study of Science:

Parents can help their children in learning science. Below are a few common facts about science which will be useful as you encourage and support your child.

Given support and encouragement, all children can perform well in science courses.

Children learn science best through "hands-on" experiences, handling physical objects, laboratory experiments, field exploration, and asking questions about what they experience.

Your child's feeling and interest in science are formed in elementary school.

At the elementary level, it is important that science be a part of a child's everyday experiences.

Many teachers in elementary and middle or junior high school group students according to ability. It is important to be aware of how teachers and schools form these groups. You should be certain that your child is not placed in "dead-end" courses.

If your child is in a lower ability group, make sure that as progress is made, he/she is moved into courses that lead to college or a good job after high school. However, note that if your child is in a lower ability group, he/she may need to go to summer school or participate in specially arranged tutoring programs to get into the higher ability groups. In either case, make sure your child is not repeating the same course under a slightly different name every year.

SUBJECTS

Be aware that in high school, students are placed in courses (or "tracked") based on middle or junior high school grades. Habits necessary for academic success should be developed early.

Note that often a child's decisions about high school courses can and will influence future college and/or career opportunities.

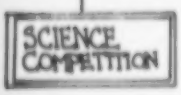
Students who plan to go to college should take a set of courses that includes biology, chemistry, and physics.

Understanding science concepts depends on an understanding of mathematics. For example, probability and measurement require the use of mathematical concepts.

Calculators, computers, videotapes, and video discs are useful aids in all courses, particularly science.

Science

SUBJECTS



Ways That Parents Can Reinforce the Study of Science:

A lot of important learning takes place both inside and outside the classroom. The list below should give you ideas as you help your child's study of science.

Start early in getting information on your school's science program. Look for courses that prepare for college.

At least once a week, ask about your child's progress in science class. If your child is doing well, openly praise and applaud his/her efforts. If he/she is having problems and you cannot help, talk with the teacher or some other competent person who can help.

Check regularly to make sure that your child is completing homework assignments. Ask to see completed homework.

Offer to read questions from the textbook for your child to answer. (You don't have to know all the answers, but talking about assignments helps).

Establish a regular study time and provide a quiet space for study — away from radio, telephone, and television.

Check to see if the school district has a "homework hotline." Many districts set up telephone "hotlines" to help students with homework.

Encourage your child to join science or computer clubs and participate in science fairs.

SUBJECTS

Take family trips to the zoo, science museum, botanical gardens, aquarium, and other places on a regular basis. Encourage questions and point out principles of science in everyday life (for example, why meat spoils, how boiling water kills germs).

Visit the library to find books on science topics. Many libraries have computers that you can sign up to use.

Watch science-related television shows with your child. Science shows on regular or public television include "Square One," the "Knowzone," "3-2-1-Contact," "Newton's Apple," "NOVA," "Living Planet," and "National Geographic." Cable television programs include "Science and Technology Week" and "How About," featuring Mr. Wizard.

Point out and discuss science stories on television news shows and in newspapers.

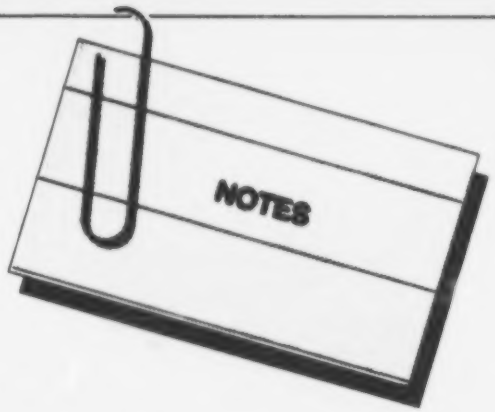
For birthdays and other special occasions, give your child mathematics, science, and computer books, subscriptions to science magazines, mathematics games, puzzles, calculators, and posters.

Science

SUBJECTS

CAREERS IN SCIENCE

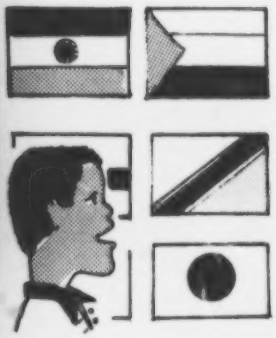
Chemist
Engineer
Veterinarian
Teacher
Astronomer
Pharmacist
Botanist
Oceanographer
Anthropologist
Farmer
Biologist
Entrepreneur



Parents with children who display a special talent or interest in the sciences can learn more about specific preparations by contacting the Educational EQuality Project, The College Board, 45 Columbus Avenue, New York, New York 10023, to request Academic Preparation for College or Academic Preparation in Science. You can also call or write to your local Urban League, or The National Urban League Inc., 500 East 62nd Street, New York, New York 10021.

SOCIAL STUDIES: What Students Need To Learn

Introduction



What is social studies? Social studies examines the complexity of human relations. It includes the study of United States and world history, geography, anthropology, psychology, economics, and sociology. Additionally, it prepares students to be responsible citizens, allows them to view and examine the various components of our society, and teaches them to explore social problems and institutions.

Through social studies, students learn about the history of people, societies, cultures, and governments. It helps them understand the behavior of people, their ideas, achievements, and lifestyles. More specifically, it provides students with the tools necessary to make decisions; solve problems; understand the democratic process; understand national, state, and local laws; interpret information in newspaper articles and reports; and understand political activities.

Social studies also aids in the study of other subjects. Analytical skills developed in the study of history teach students to define problems and use various kinds of information in seeking solutions. Social studies projects that require research and reasoning skills tend to be excellent preparation for college study. Social studies can provide the basic skills and knowledge to handle situations in everyday life.

Social Studies

SUBJECTS

Goals of Social Studies:

School systems generally develop a set of learning objectives and goals for student performance. However, the list below includes some basic points that will help you monitor your child's progress and achievement.

Elementary school students should be able to participate actively in decision-making processes by identifying problems and suggesting possible solutions.

Students should be able to recognize differences in family structures and lifestyles, and explain how differences in climate affect the way people dress.

Students should be able to recognize that money and other forms of economic exchange are used to buy goods and services.

Students should be able to understand words that give locations, directions, and distances.

Students should be able to draw and interpret simple maps, graphs, and charts; and to identify land and water forms on maps and globes. They should be able to identify natural resources such as coal, gas, and oil.

Middle School/Junior High students should be able to understand the rights and responsibilities of citizens and understand how our government works.

Students should be able to understand how countries depend on one another.

SUBJECTS

Students should be able to explain the historical events and the governmental processes of the states and cities in which they live and discuss important historical events and relate them to current events.

Students should be able to discuss how different people of the world live and how they have changed through the ages.

Students should be able to name and locate the continents on a map and understand geography terms and relate them to maps.

High school students should understand the basic features of major societies and cultures in the contemporary world -- their geography, major economic and social structures, political systems and religious institutions.

Students should be able to understand the historical developments underlying present world conditions, similarities among the world's peoples and the major differences among them.

Students should be able to understand the relationship among events and historical trends in the United States and trends elsewhere in the world. They should understand the order and impact of political events, development of governmental and other social institutions, technological and environmental changes and changes in social and cultural values.

Social Studies

SUBJECTS

Students should be able to understand the international context of contemporary politics and economics and see the relationships between the order and significance of major events and movements in world history.

Students should be able to understand the basic information developed by the social sciences, including statistical data and other materials.

Students should be able to understand the basic procedures of the social sciences, such as the development and testing of assumptions.

Students should be able to understand the steps necessary to explore and analyze a social problem or social institution.

SOCIAL STUDIES: How It Involves The Basic Academic Competencies

The Basic Academic Competencies should be integrated into the study of social studies. To be successful students must be able to read, write, speak and listen, reason, study, observe, use computers, and do mathematics. These skills are developed through school course work and later become the tools that students bring with them to their classes to enable them to understand and use the material that is being taught.

Let's look at how these skills come into play in the social studies classroom.

The study of history and the social sciences provides opportunities to develop the basic academic competencies of speaking and listening through providing lots of opportunities for discussion by assignments.

The understanding of historical events can be enhanced through the use of exercises and tasks involving reading, writing, speaking, and listening skills.

Defining problems and using various kinds of information in seeking solutions to those problems require the analytical skills developed in the study of history and the social sciences.

Computers are used in the social sciences to make projections on changes in population trends and to track changes in climate.

Social Studies

SUBJECTS

Mathematics is used in economics to track business trends.

The use of films in the classroom provides excellent opportunities to enhance students' observation and reasoning skills.

Courses that test the student's ability to carry out lengthy projects are excellent opportunities to develop good study habits.

Facts Parents Should Know about Social Studies:

Parents can help their children learn social studies. Below are a few common facts about social studies which will be useful as you encourage and support your child.

Social studies prepares students for responsible citizenship.

Courses in social studies make it possible for a child to view various aspects of our society.

At a minimum, social studies can provide children with the necessary tools to make decisions; solve problems; understand the democratic process; understand national, state, and local laws; interpret data in newspaper articles and reports; and understand political activities.

Skills learned in social studies classes can also strengthen a child's ability to read charts, graphs, and maps, and to use a library.

Regardless of the road a child may choose to take after high school, social studies can provide him/her with the basic skills and knowledge to handle everyday life situations.

Social studies includes the study of history (world and United States history) and the social sciences (anthropology, economics, political science, psychology and sociology).

Given support and encouragement, all children can perform well in social studies.

Social Studies

SUBJECTS

Ways That Parents Can Reinforce Social Studies:

A lot of important learning takes place both inside and outside the classroom. The list below should give you ideas as you help in your child's study of social studies.

Start early in getting information on your school's social studies program. Check course content. Look for courses that prepare for college.

Plan visits to local historical museums and discuss what you see there; act out historical events.

Research your family history -- interview older relatives and take notes or tape record what they say; prepare a family tree or outline.

In celebrating holidays, discuss the significant contributions that historical figures (for example, George Washington and Dr. Martin Luther King, Jr.) have made to this country.

Encourage your child to join school clubs, debating teams, and to participate in civic/neighborhood group activities.

Encourage your child to learn about different cultures by going to cultural and ethnic programs, festivals, fairs, and other activities.

Check regularly to make sure that your child is completing homework assignments and is participating in research and other activities when possible.

SUBJECTS

At least once a week, ask your child about his/her progress in social studies. If your child is having difficulties and you cannot help, talk with the teacher, or find a friend, relative, or other competent person who can help.

Watch at least one television program a week that deals with history or current world events and relate them to things that have happened in the past.

Read the newspapers together and discuss current events, local government issues and social problems.

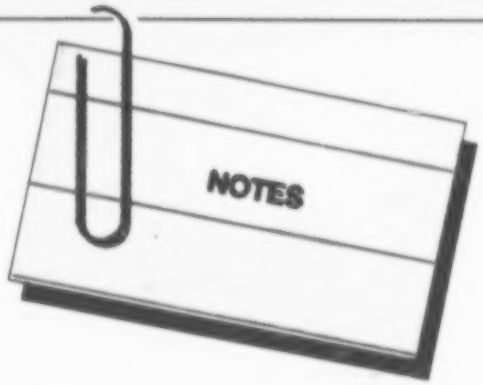
Use fun games such as Monopoly(R) to help your child think about money, and buying and selling property.

Social Studies

SUBJECTS

SOCIAL STUDIES CAREERS

Archaeologist
Ecologist
Lawyer
Politician
Teacher
Clergyman
Importer
Diplomat
Community Worker
Social Worker
Entrepreneur



Social Studies

SUBJECTS

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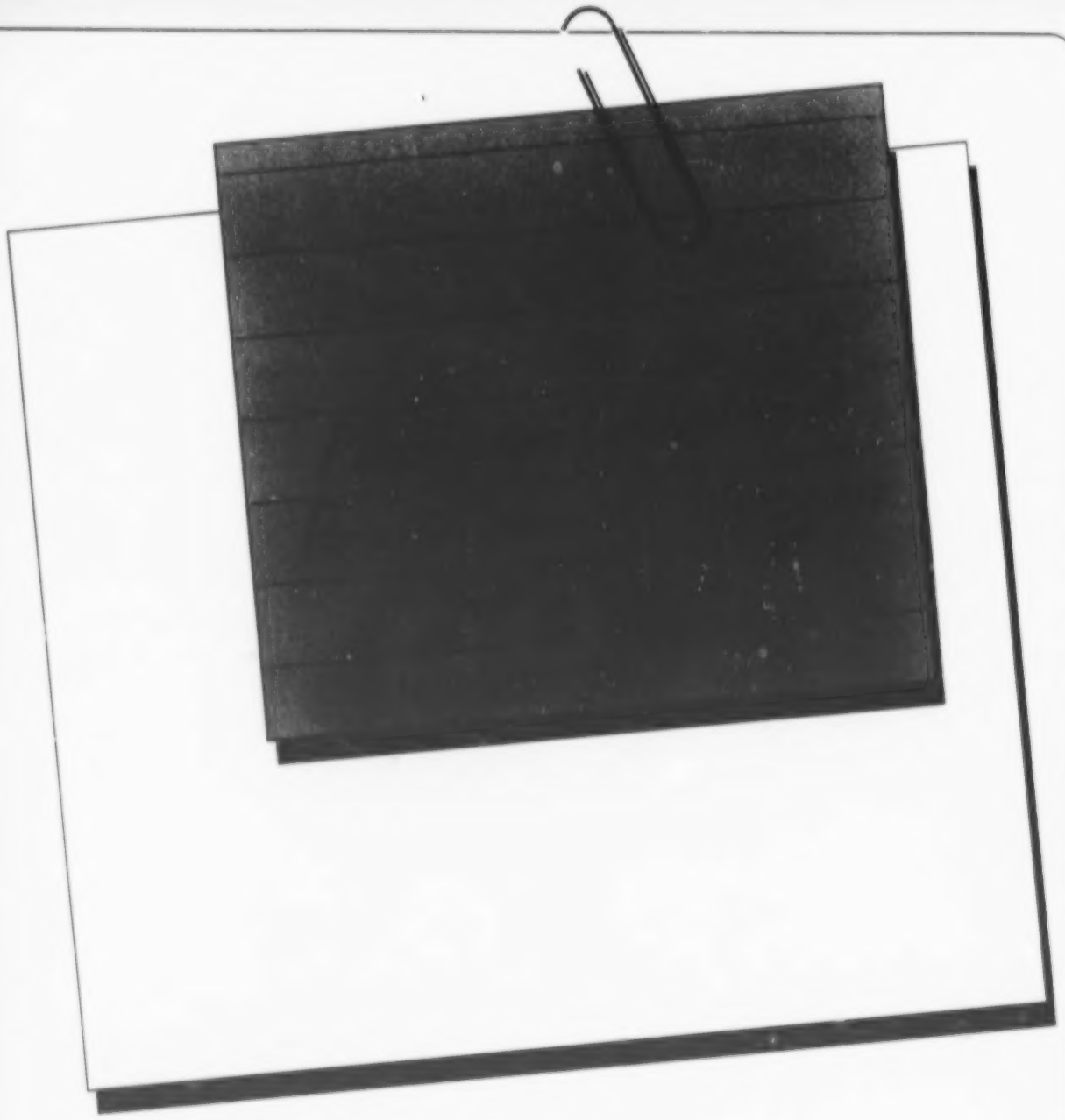

"If you want to teach somebody something, first you have to wake them up and then you have to point them to the goal."

Septima Clarke

AFRICAN AMERICAN EDUCATOR AND COMMUNITY ORGANIZER

Workshop Goals And Objectives:

A goal is a broad-based statement of intent. The goal of the parent/community workshop is to provide the kinds of information parents need to become effective participants in their child's education.

Objectives should be stated so that they can be measured. The objective of any workshop should be specific. It should state clearly what the workshop will do or will achieve. For example, is the objective for parents to participate in more parent/teacher conferences, sign up to work in the classroom, or evidence a choice of their children's courses?

Examples of Goals:

To provide information for parents' use in helping their children select courses that will prepare them for college entry and/or improve their ability to be successful in the careers of the future.

To use information about education to encourage positive feelings among adults regarding their abilities, skills, and the role they can play in the school.

Examples Of Objectives:

Participants in this workshop will show evidence of involvement in the process of choosing their children's courses by completing the course selection form and signing the same.

Participants in this workshop will show increased attendance at school board meetings and parent workshops, and indicate increased contacts with the teacher.

Parent/ Community Workshop

Workshop Format

Generally, the process of identifying an audience also helps to focus the workshop content. Once a decision has been made about the target audience, planning can focus on how best to address its concerns. Planning the format of the workshop means simply deciding what you will do and how you will do it.

Consider what interests the audience. Parents with college-bound children are not likely to be interested in games of pre-school or elementary-age children. Appropriately used, games can help to illustrate points.

Consider the needs of the target audience. One workshop activity may be more appropriate than another. Do not talk "down" to the participants. Determine their information base before launching into a presentation. You might discover someone in the audience who knows something that will be helpful to you!

Determine what equipment and materials will be needed. Remember that visuals can help break up the monotony of a session.

Map out your agenda, including breaks and mealtimes. Workshops almost always run out of time. Always have a PLAN B. (A suggested workshop agenda is included in Section 2 of the Appendix.)

Time Frame

Once decisions about the format have been made, determine how much time will be needed for the workshop. Keep the special needs and circumstances of your audience in mind.

Decide on a time that is convenient for the target group. If most participants work, it should be held in the evening or on weekends.

Consider flexible timing if a series of workshops is planned.

Be considerate in deciding on the length of the workshop. Individuals who have worked all day or who have chores to attend to at home may become restless after a couple of hours. Remember that everyone has to travel to get home.

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Workshop Location

Deciding where to hold the workshop is just as important as planning what will be covered. The location of the workshop can determine whether or not it is a success.

Make sure the location is accessible; in other words, near public transportation.

Make certain that the location provides access for the disabled.

Be certain that the facility is large enough to accommodate all planned activities. If there are plans to divide the audience into groups, be sure that there is enough space to do so.

Find out if the facility has or can provide all necessary equipment. Often, items such as chalk boards, microphones, and flip charts can be provided, thus eliminating the need to transport such items.

Workshop Speakers/Resource Persons

Getting to a resource person or speaker is very important. Decide how the individual fits into the workshop format. Does he/she have information that cannot be gained otherwise? What is his/her history with the workshop area, with presentations to similar groups, and with sensitivity to the issues?

Identify the points that need to be emphasized or conveyed.

Determine what is needed for the resource persons and speakers and be clear about what their contribution should be.

Check your network for possible resources.

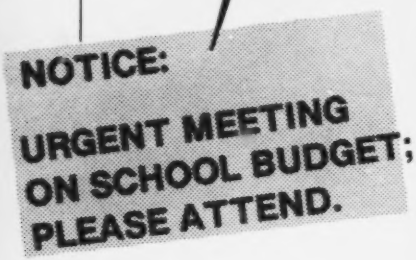
Research community and professional groups such as those listed in Part 4 of this manual. What groups are currently involved in this activity or similar activities?

Contact local teachers, guidance counselors, and school administrators to find out what can be learned from their personal experiences.

Contact a local speakers' bureau. Often libraries and professional associations maintain listings.

Publicizing The Workshop

Getting participants out to the meeting -- there is no easy, foolproof method, but: publicity can make or break the workshop. If people do not know about the workshop, they cannot participate.



Encourage word of mouth communication. Suggest that "everyone bring one." Find people who are enthusiastic and use them as your ambassadors.

Develop appropriate materials. Design flyers, posters, and news releases.

Create a promotion schedule. Decide when and how to distribute the materials.

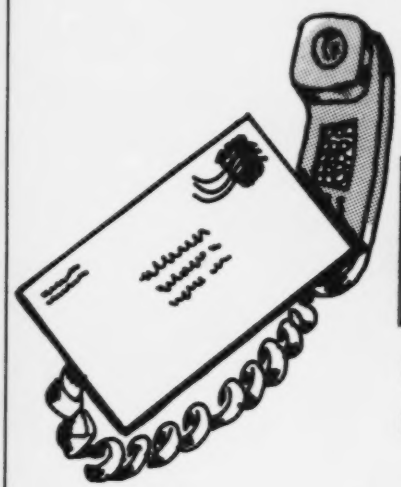
Utilize the local media. Send an announcement of the workshop to local radio and television stations for airing as a public service announcement. Send a news release to the local newspaper. Announcements and news releases should contain the purpose of the workshop, date, place, and time, and the name and telephone number of a contact person. If there is a charge for the activity, this should be noted.

Take advantage of former successes. Highlight those items which made the last workshop or seminar a success.

Utilize the expertise of organized groups to publicize the workshop by notifying their memberships. For example, request that the PTA assume the job of contacting its members. Organizations can often reach a large number of people easily.

Contacting Participants

This process is often considered part of the publicity process. However, nothing is better than individual contact with prospective participants. Individualizing and customizing the invitation as much as possible could lead to more cooperation and participation.



Send invitations/letters at least three weeks prior to the workshop. If there are members of a group that meet regularly, invitations may be distributed at one of their meetings.

[redacted]

Develop a relationship. Make each person feel that his or her participation is important.

Logistics

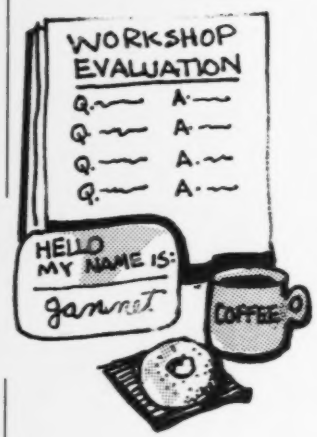
A number of arrangements should be made prior to the workshop. Advance planning can eliminate surprises and crises on the day of the workshop.

Arrange seats, equipment, tables, etc., before participants arrive.

Make sure there are sufficient handouts for each participant.

Double-check with speakers and resource persons to make sure they know where to go and what time to be there; also make certain they are clear about their roles and responsibilities.

Conducting The Workshop



Set up registration tables for participants to sign in upon arrival. This not only helps in determining attendance but is also an excellent record of names and addresses for follow-up.

Have name tags available for each participant upon entry to the workshop.

Have workshop packets available for participants, if appropriate. This saves time and allows participants an opportunity to become familiar with the planned activity.

Allow time for participants to fill out an evaluation form before the workshop begins, to find out what they already know, have them complete another one 6–8 weeks after the workshop, to gain feedback on the effectiveness of the activity. Feedback is important in planning further workshops. (Section 3 of the Appendix contains a sample evaluation form.)

Workshop Examples

Following are examples of how to combine information on parent and community involvement, academic competencies, careers, and testing to create an effective workshop experience.

With Science Workshops:

Invite area scientists, engineers, electricians, etc.

Consult local science museums for possible materials that might add to the discussion or be used as exhibits.

Demonstrate the relationship among basic academic competencies by creating exercises that highlight a variety of skills. (For example, demonstrate the reading, mathematics, and analytical skills involved in preparing a short recipe.)

When discussing homework, use examples that relate to specific science lessons; for example, plant life experiments that can be done at home.

Brainstorm activities that parents can do with the child that do not require a great deal of interest or skill in science.

Parent/ Community Workshop

With A Group of Mentors...

Stress the importance of understanding the connections among what subjects one needs to know for a particular job, course selection, and academic performance levels.

Invite a number of people with various professional experiences and have them share their thoughts on what preparation is needed for their particular jobs.

Be clear in explaining that the school district, as well as parents, bears a responsibility for educating children.

Discuss ways in which mentors or individuals without children might take on active roles in the school or in community programming designed to help with educating children.

Suggest several outside activities that mentors can become involved in with neighborhood children. Encourage them to invite children to spend a day (or part of a day) at work with them in order to explore particular jobs.

Consult the local Urban League for information about training programs for mentors.

With church groups...

Help the group brainstorm ideas related to their role in the process of educating the young. (individually and collectively -- help them to think about the church's present and potential role.)

Discuss ways that the church could be an advocate for the parent regarding school policies, governance, etc.

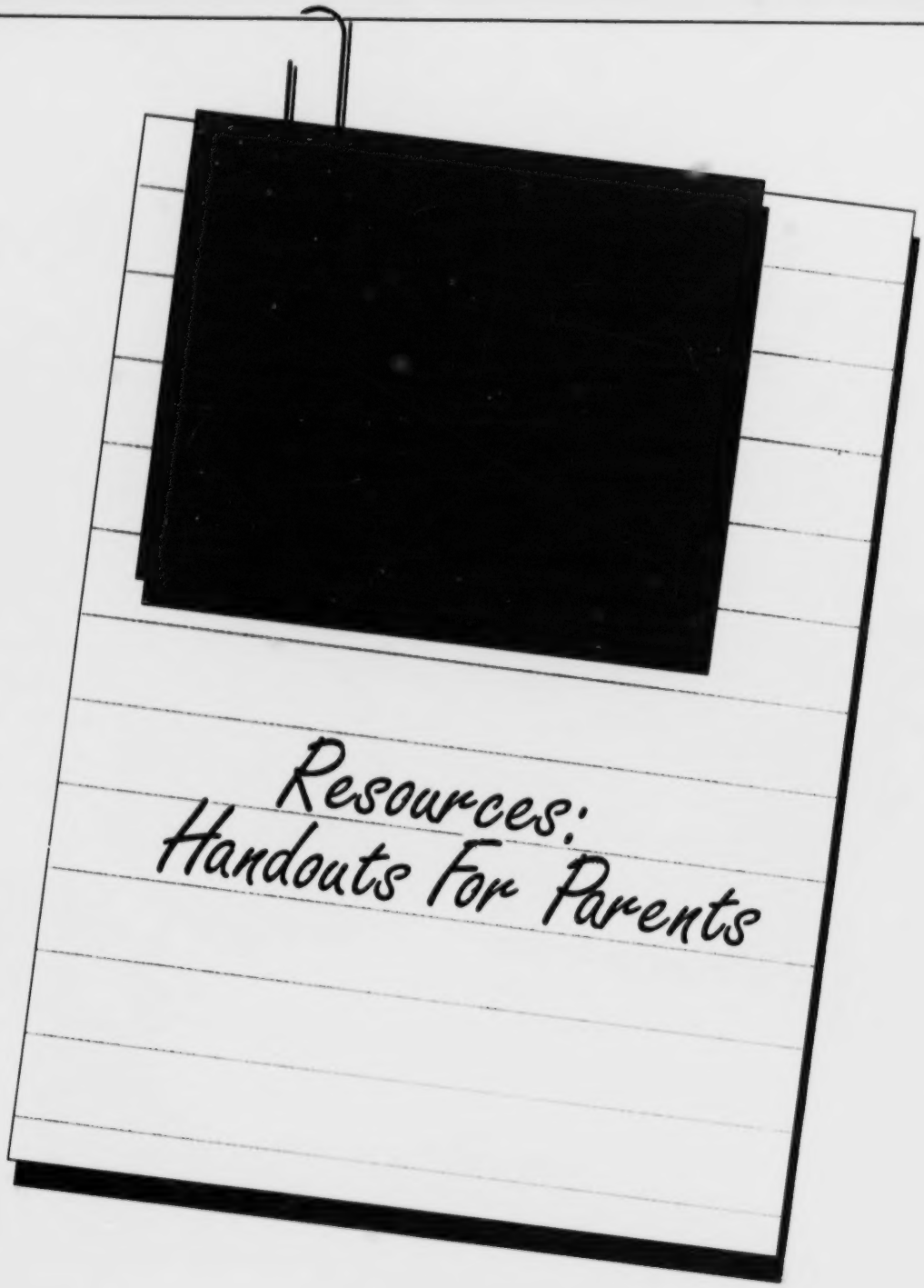
Highlight the church's role as a training ground in developing skills through membership in youth choirs, performance in Christmas plays, and participation in the order of the worship service.

Suggest the use of church facilities as a study center or a testing workshop site.

Brainstorm ways that mathematics education can be enhanced through church involvement, such as working on finance committees and building funds.

Examine how Sunday school lessons can reinforce reading, writing, reasoning, speaking, and listening skills.

Invite area business persons and school officials. Have them share concerns and information on careers.



Resources: Handouts For Parents

"Parent and adult involvement in the education of our children is crucial to the survival of our families, our communities, and our nation."

Mildred L. Love, Vice President, Programs and Field Services
NATIONAL URBAN LEAGUE INC.

A Handout On

HOMEWORK

Introduction

This section includes several lists and hand out materials designed especially to help parents identify and develop skills and techniques for supporting their child's academic development. As stated previously, parents may run into several circumstances in which finding outside help will be necessary. It is important that parents understand that they do not have to know all the answers. However, they should know where to get help and how to direct the child in seeking assistance.

Included in this section are: (1) hand outs on HOW TO HELP WITH HOMEWORK and HELPING TO PREPARE FOR TESTS; (2) a list of organizations that offer after-school and summer programs, test-taking workshops, information on courses and careers, etc.; (3) a list of FREE AND INEXPENSIVE materials that parents can use at home; (4) a list of suggested MAGAZINES and additional reading for children of all ages; and (5) suggestions for BOOKS AND PAMPHLETS ON COLLEGE ENTRANCE.

NOTE:

The books and/or magazines listed can also be found at the local library. Check your library for additional resources as well. Also, check the Educational Resources Information Center (ERIC) at the main branch public library or local university library. ERIC, the national information center on education, contains over 400,000 resources.

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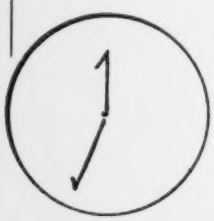
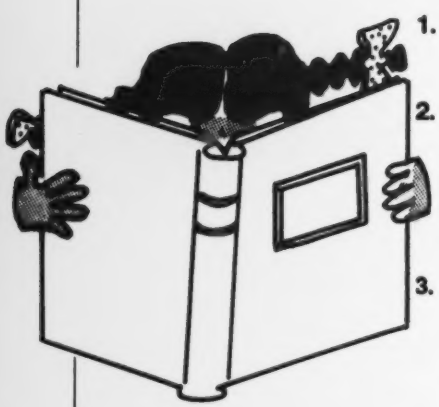
A Handout On

HOMEWORK



How To Help With Homework

Help with homework? You can play a very important role in a child's development and progress in school. Here are a few ways that you can help get homework done.



1. Create a routine. Establish a regular study time.
2. Set aside a special place that is quiet and away from the distractions of the telephone, the television, and the radio.
3. Develop a homework schedule. Have your child make a weekly list of assignments that need to be done.
4. Set an example. Use the homework time as your time to read the newspaper, pay bills, or write letters.
5. Promote time management. Stress the importance of completing one subject/project at a time.

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A Handout On

HOMEWORK

6. **P**articipate in homework assignments. Go over work. See if it is complete. Ask questions about it.

7. **R**eward progress. Children need successes. Applaud and praise good work!

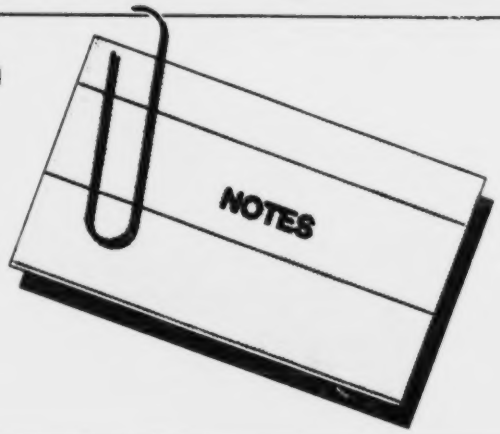
8. **B**e patient! Allow for mistakes. Expect questions.

9. **B**e firm, yet tolerant. Expect excuses and forgetfulness.

10. **D**on't break the habit! If your child does not have homework, have him/her read the newspapers, read for pleasure, do crossword puzzles, or write letters to friends and relatives.

A Handout On

HOMEWORK



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A Handout On

TESTS

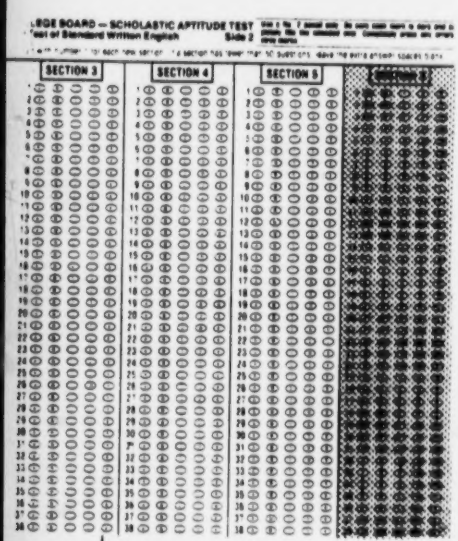
Helping To Prepare For Tests

To help children prepare adequately for tests (teacher-made or standardized), you can do several things to provide support and help create a positive test-taking experience.

1. Encourage your child to study over a period of time rather than "cram" the night before.
2. Encourage your child to listen carefully to all test-taking directions given by the teacher and to ask questions about those directions that are not clear.
3. See that your child gets his/her regular amount of sleep before the tests and is, in general, well-rested.
4. Make sure that your child eats his/her usual breakfast on the day of the test. Hunger can detract from a good test performance.
5. Encourage your child to do his/her best.
6. Find out from his/her teacher what you can do to help your child feel better about taking tests, if your child is nervous at test time.

A Handout On

TESTS



7. Make sure that your child is in school during the testing sessions. Do not plan any doctor or dental appointments on test dates.

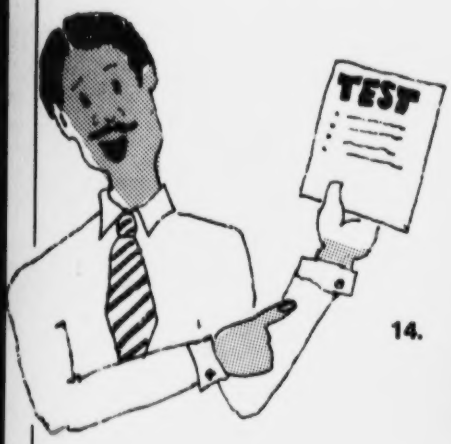
8. Make sure that you are aware of your child's performance and that you can help interpret the results to your child when test results become available from the teacher.

9. Remember to keep well-informed about your child's tests. Know how test results are used, and how they will affect your child's placement in school.

10. If there are major differences between standardized test scores and school grades, find out why.

11.

12. PSAT also serves two other important functions. First, PSAT scores and grades are used to identify students to receive National Negro Merit Scholarship and scholarships from the National Hispanic Scholars Awards Program.



13. The two major college admissions tests are the Scholastic Aptitude Test (SAT) developed for the College Board by Educational Testing Service and the American College Testing Program Assessment (ACT). Students may want to take both examinations in order to increase their flexibility in applying to college. Some colleges will accept the score from either test; other colleges will require one or the other.

14. [redacted]

15. Results of standardized test such as the SAT can be obtained from the test developer. Answer sheets and booklets can be obtained. Reviewing them will help determine your child's strengths and weakness.

16. The best way to prepare for tests is to study, know the work, and take the right courses.

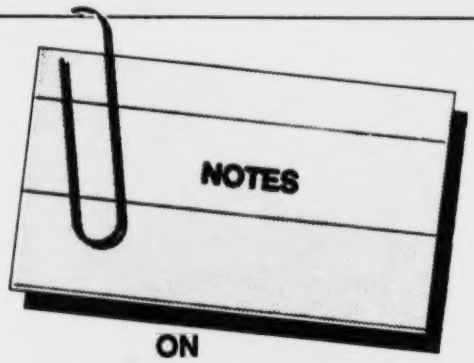
The addresses of two of the major test developers:

College Board Admissions;Testing Program (SAT)
C.N. 6200; Princeton, NJ 08541-6200

American College Testing;Program (ACT)
P.O. Box 168; Iowa City, IA 52243

A Handout On

TESTS



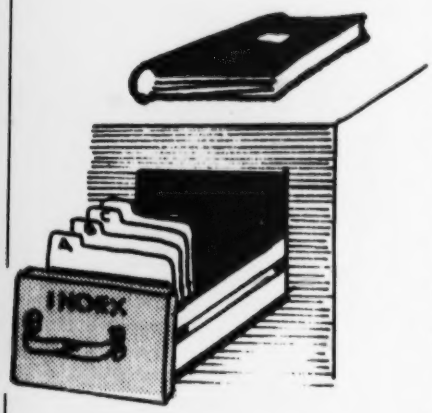
ON

ADDITIONAL RESOURCES

A Handout On

ORGANIZATIONS

Looking for a publication, an after-school or summer program, or maybe student competitions? The following list includes a few examples of community-based organizations and professional associations that can help. This is only a partial listing provided as examples of the kinds of organizations that have information.



American Association for the Advancement of Science (AAAS), Office of Opportunities in Science, 1333 H Street, N.W., Washington, D.C. 20005

American Association of Blacks in Energy (AABE), 1220 L Street, N.W., Suite 605, Washington, D.C. 20005

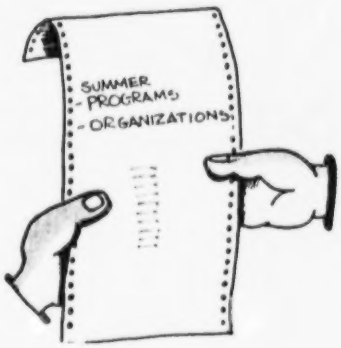
American Council on Teaching of Foreign Languages, 579 Broadway, Hastings-on-Hudson New York, N.Y. 10706

American Indian Science and Engineering Society (AISES), 1310 College Avenue, Suite 1220 Boulder, Co 80302

ASPIRA of America, 1112 16th Street, N.W., Washington, D.C. 20036.

A Handout On

ORGANIZATIONS



Association of Puerto Ricans in Science and Engineering (APRSE), P.O. Box 1725, Washington, D.C. 20013.

Association of Science Technology Centers, 1413 K Street, N.W., Tenth Floor, Washington, D.C. 20005.

Center for the Study of Parent Involvement, 5237 College Avenue, Oakland, CA 94609.

Council for Basic Education, 725 15th Street, N.W., Washington, D.C. 20005.

Delta Sigma Theta Sorority, Inc., 1707 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Home and School Institute, Special Projects Office, 1201 15th Street, N.W., Washington, D.C. 20036.

Girls Clubs of America, Inc., 30 East 33rd Street, New York, New York 10016.

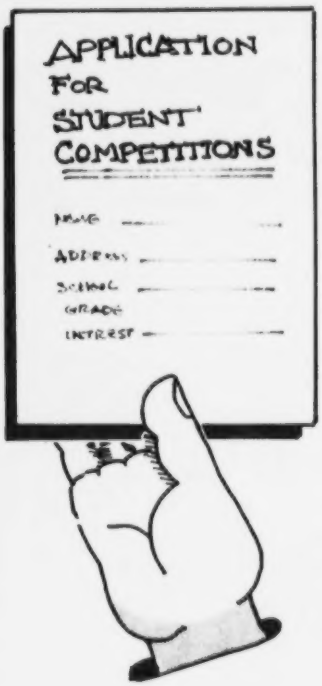
Jack and Jill Foundation of America, P.O. Box 3606, Chattanooga, TN 37404.

Math/Science Network, c/o Mills College, Oakland, CA 94613.

Minority Women in Science Network, AAAS, 1333 H Street, N.W., Washington, D.C. 20005.

A Handout On

ORGANIZATIONS



National Action Council for Minorities in Engineering (NACME), 3 West 35th Street, New York, New York 10001.

National Art Education Association (NAEA), 1916 Association Drive, Reston, VA 22091.

National Black Child Development Institute (NBCDI), 1463 Rhode Island Avenue, N.W., Washington, D.C. 20005.

National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

National Council of Negro Women, Inc., 701 North Fairfax Street, Alexandria, VA 22314.

National Council for the Social Studies, 3501 Newark Street, N.W., Washington, D.C. 20016.

National Parents/Teachers Association, 700 N. Rush Street, Chicago, IL 60611.

National Urban Coalition, 1220 G Street, N.W., Washington, D.C. 20005.

National Urban League Inc., 500 East 62nd Street, New York, New York 10021.

A Handout On

FREE & INEXPENSIVE PRINTED MATERIAL

Free And Inexpensive

"BASIC ART SKILLS POSTER." NAEA, 1916 Association Drive, Reston, VA 22091. (Striking red and blue poster lists the art skills students should develop in grades K-12.) $10.00.

"CAREERS IN ART." NAEA, 1916 Association Drive, Reston, VA 22091. (A pamphlet written for high school students.) $2.00.

"CAREER OPPORTUNITIES IN SCIENCE." AAAS, Office of Opportunities in Science, 1333 H Street, N.W., Washington, D.C. 20005. Free.

"CHILDREN AND TV: WHAT FRIENDS CAN DO." The National PTA, 700 North Rush Street, Chicago, IL 60611. Free.

"DESIGN FOR EXCELLENCE: HOW TO STUDY SMARTLY." NACME, 3 West 35th Street, New York, New York 10001. Free.

"ENGINEERING, YOUR KEY TO THE 21st CENTURY." NACME, 3 West 35th Street, New York, New York 10001. Free.

"HELP YOUR CHILD BECOME A GOOD READER." The National PTA, 700 North Rush Street, Chicago, IL 60611. Free.

A Handout On

FREE & INEXPENSIVE PRINTED MATERIAL

"HELPING YOUR YOUNG CHILD LEARN AT HOME." The National PTA, 700 North Rush Street, Chicago, Il 60611. 10 cents.

"HOME HELPS FOR LEARNING: A GUIDE TO PRESCHOOL DEVELOPMENT." The National PTA, 700 North Rush Street, Chicago, Il 60611. $1.00.

"HOME TEAM LEARNING ACTIVITIES." American Federation of Teachers, Public Relations, 555 New Jersey Avenue, N.W., Washington, D.C. 20001. Free.

"JOB DESCRIPTIONS IN THE BUSINESS WORLD OF ART AND DESIGN." NAEA, 1916 Association Drive, Reston, VA 22091. (Written for high school and college students.) $2.50.

"PARENTAL INVOLVEMENT: WHAT YOUR PTA CAN DO." National PTA, 700 North Rush Street, Chicago, Il 60611. 50 cents.

"PLAIN TALK ABOUT TESTS." The National PTA, 700 North Rush Street, Chicago, Il 60611. (Send self-addressed, stamped business-size envelope.) Free.

"QUALITY ART EDUCATION: GOALS FOR SCHOOLS." NAEA, 1916 Association Drive, Reston, VA 22091. (Send self-addressed, stamped envelope.) Free.

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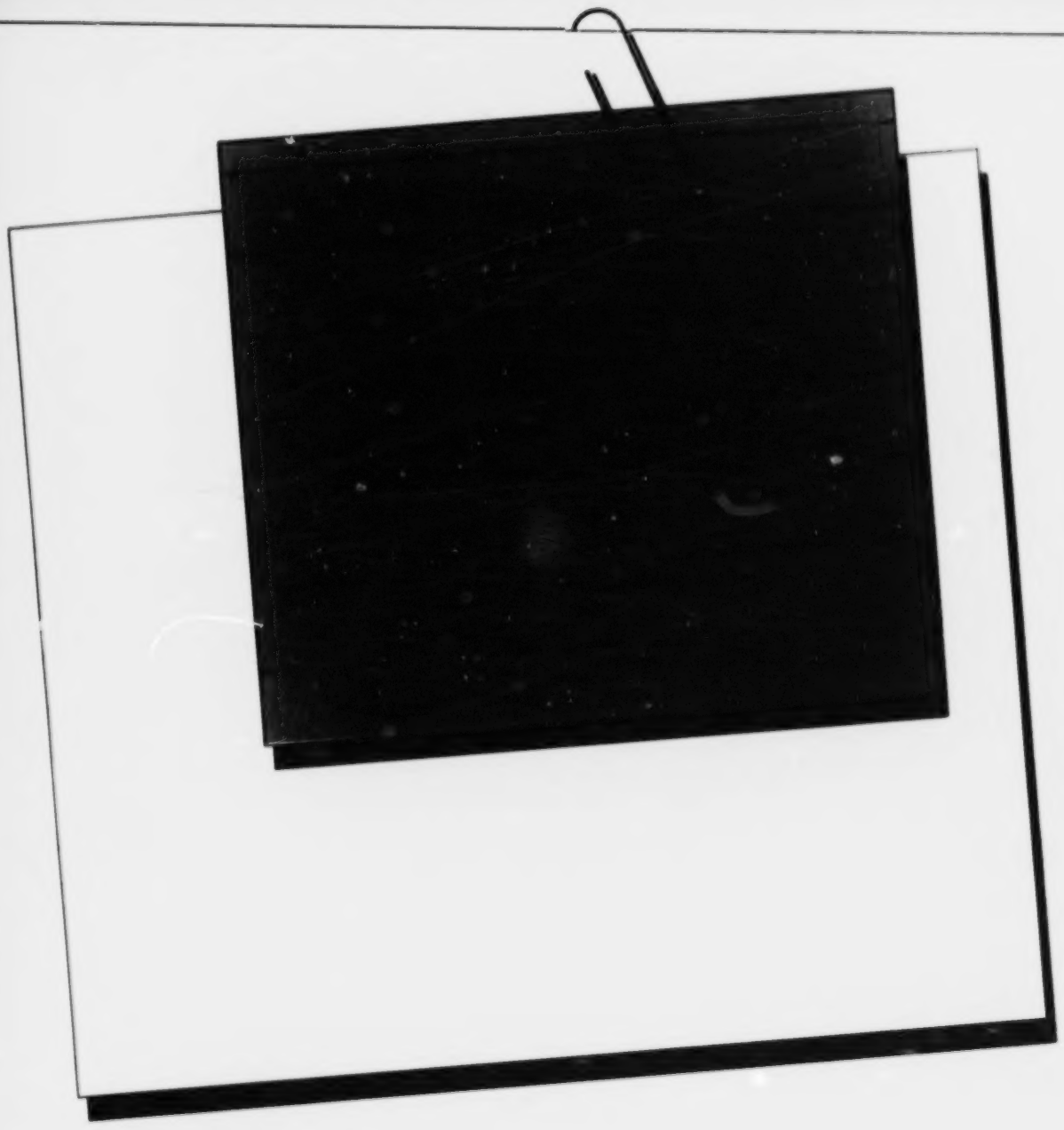

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FREE & INEXPENSIVE PRINTED MATERIAL

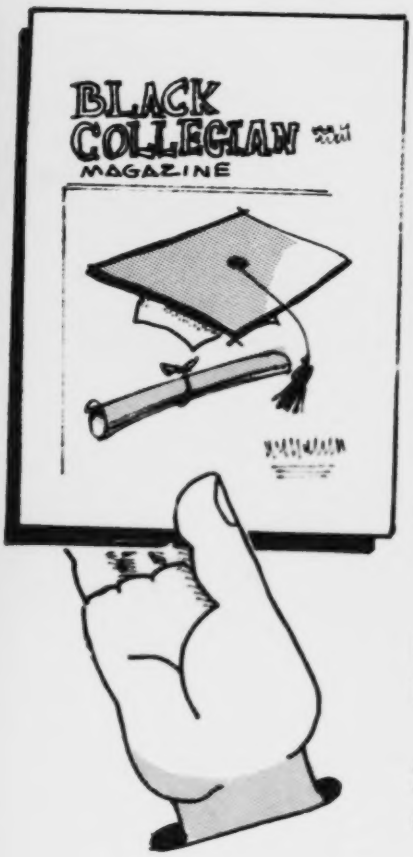
"SCHOOL IS WHAT WE MAKE IT! A Parent Involvement Kit." The National PTA, 700 North Rush Street, Chicago, Il 60611. (Send self-addressed, stamped envelope.) Free.

"TV TIPS FOR PARENTS." Corporation for Public Broadcasting, Dept. P, P. O. Box 3309, Washington, D.C. 20033. (Send self-addressed, business-size envelope with 39 cents in postage.)

A Handout On

MAGAZINE SUBSCRIPTIONS

Use the addresses listed below to obtain subscription information about magazines that may be of interest to children.



3-2-1 Contact, P.O. Box 51177, Boulder, CO 80321.

Black Collegian, Black Collegiate Services, Inc., Martin Luther King, Jr. Blvd., New Orleans, LA 70125.

Black Enterprise, Earl G. Graves Publishing Co., Inc., 295 Madison Avenue, New York, New York 10017.

Essence, Essence Communications, Inc., 1500 Broadway, New York, New York 10036.

Highlights for Children, 803 Church Street, Honesdale, PA 18431.

Pack-O-Fun, Pack-O-Fun, Inc., Dept. 21387, 14 Main Street, Park Ridge, IL 60068.

The Electric Company Magazine, 200 Watt Street, P.O. Box 51177, Boulder, CO 80321.

World, National Geographic Society, Washington, D.C. 20036.

A Handout On

BOOKS & PAMPHLETS ON COLLEGE ENTRANCE

The following list includes a few examples of sources of information on college entrance and financial aid.

ACT Registration. Box 414, Iowa City, Iowa 52234.

Financial Aid Unscrambled: A Guide for Minority Engineering Students. NACME, 3 West 35th Street, New York, New York 10001.

Hayden, Thomas. Handbook for College Admissions: A Family Guide (Revised Edition). Princeton, NJ: Peterson's Guides, 1987. $9.95.

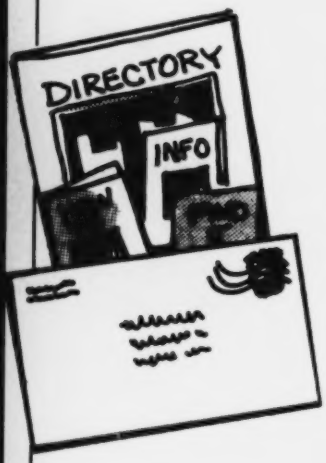
Lehman, Andrea E. The College Money Handbook 1987: The Complete Guide To Expenses, Scholarships, Loans, Jobs, and Special Aid Programs At Four-Year Colleges. Princeton, NJ: Peterson's Guides, 1986. $15.95 paperback.

NAEA Scholarship Book. NAEA, 1916 Association Drive, Reston, VA 22091. (Lists over $2.5 million in art scholarships, awards, fellowships, and graduate assistant programs in the United States and Canada.) $5.00.

Schneider, Zola Dincin. Campus Visits and College Interviews: A Complete Guide For College-Bound Students and Their Families. The College Board, College Board Publications, Dept. 684, Box 886, New York, New York 10101. $9.95 paperback.

A Handout On

BOOKS & PAMPHLETS ON COLLEGE ENTRANCE



Students' Guide to Engineering Schools, NACME, 3 West 35th Street, New York, New York 10101. $9.95 paperback.

Taking the SAT. The College Board ATP, C.N. 6200, Princeton, New Jersey 08541.

Taking the Achievement Tests: The Official Guide to the College Board Achievement Tests, The College Board, C.N. 6200, Princeton, N.J. 08541.

Krefetz, Gerald How to Pay For Your Children's Education, The College Board, College Board Publications, Box 886, New York, N.Y. 10101-0886. $9.95.

10 SAT's, The College Board, College Board Publications, Box 886, New York, N.Y. 10101-0886. $8.95.

McGinty, Sarah Myers Writing Your College Application Essay, The College Board, College Board Publications, Box 886, New York, N.Y. 10101-0886.$9.95.

Meeting College Costs, The College Board, College Board Publications, Box 886, New York, N.Y. 10101-0886. $9.95.

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BOOKS & PAMPHLETS ON COLLEGE ENTRANCE

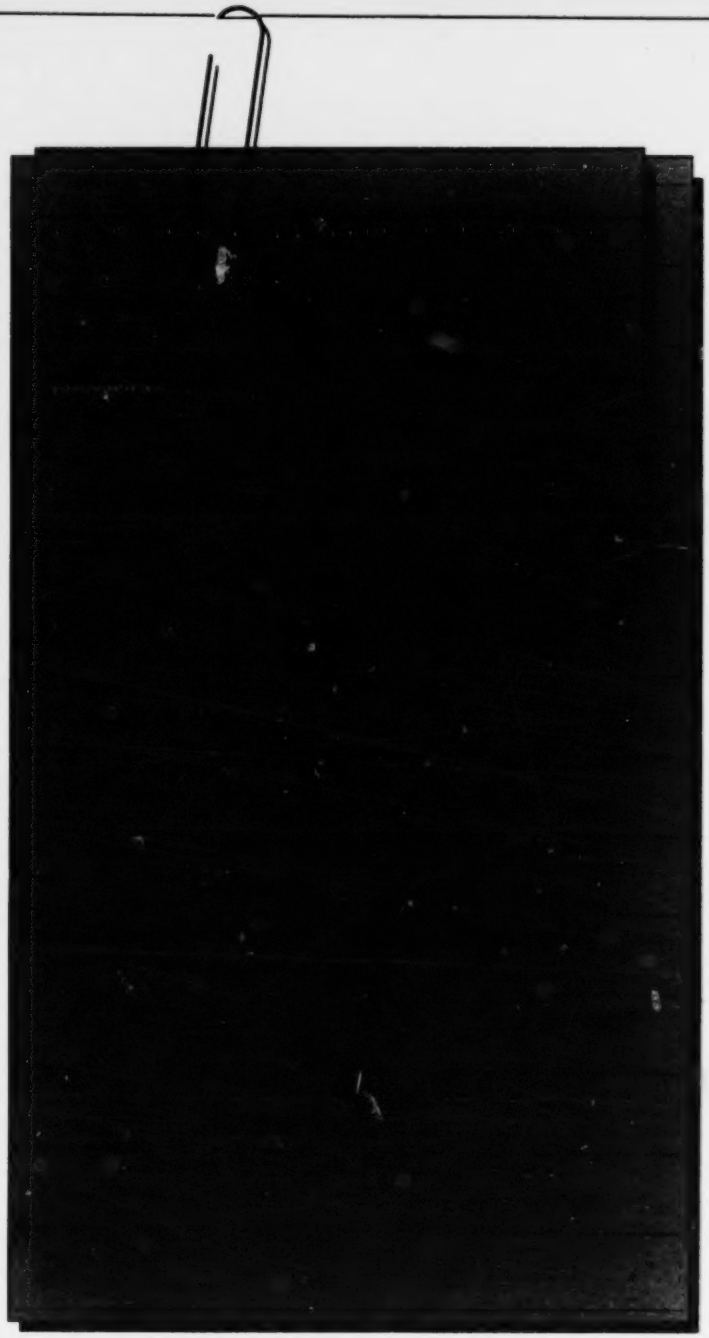
The College Board. The College Board Achievement Tests. New York: The College Board, 1983. $9.95.

PSAT/NSMQT Student Bulletin. The College Board, C.N. 6720, Princeton, N.J. 08541.

The American College Testing Program. The ACT Assessment Counselor's Handbook. Iowa City: The American College Testing Program, no date. Free; order fram ACT.

The American College Testing Program. Preparing for the ACT Assessment. Iowa City: The American College Testing Program, no date. Free; available at local high schools or order from ACT.

The American College Testing Program. Registering for the ACT Assessment. Iowa City: The American College Testing Program, no date. Free; order from ACT.



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The paramount requisite today is a more thorough grasp of the three R's. Along with this, must be developed the ability to think logically and accept change.

Whitney M. Young, Jr.
Fourth Executive Director
National Urban League

Section 1

Additional Information On Test

APPENDIX

Tests fall into two basic categories: teacher-made and standardized. Most of the tests that children take during their school career are teacher-made. These are tests that teachers develop to help measure a child's progress in specific subject areas in class. Test results are used to determine report card grades. Results are also used by teachers to indicate whether additional effort is needed to reinforce course content and skills that have been taught in class.

Standardized achievement tests, on the other hand, perform an important task by providing information not available from any other source. These tests are generally given twice a year, and do not determine the grade a child receives. A standardized test is always given the same way, with the same directions, wherever and whenever it is administered. Standardized achievement tests measure the knowledge gained in a particular area.

The two types of standardized achievement tests are norm-referenced and criterion-referenced. A norm-referenced test compares each student's level of achievement in a subject area with that of other students, in the same grade, in schools throughout the United States. A criterion-referenced test indicates a student's level of achievement in specific learning tasks, such as the ability to solve a particular kind of mathematics problem. These tests do not compare one student's performance with the performance of other students, but the tests determine each student's mastery of each skill on the test.

Section 1

Additional Information On Test

APPENDIX

In addition to required tests, there are college entrance tests which students will need to take if they plan to attend college. In some instances, there may be a fee associated with taking college entrances tests. Here are several things you ought to know regarding these tests.

In the fall of the tenth and eleventh grades, students should let the teacher or guidance counselor know that they are interested in taking these tests. Teachers or guidance counselors receive the registration packets for college entrance tests in the fall. Registration deadlines are five to six weeks before the tests are to be taken. Keep in mind that tests can be taken more than once. By taking tests early during their high school careers, students can familiarize themselves with the structure and format of tests, gain valuable practice, and improve their test-taking skills.

All students should take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) no later than the fall (usually October) of their junior year in high school. Students who do very well on the test may be eligible for scholarships to college.

Through 1989, Hispanic high school juniors taking the PSAT/NMSQT will be automatically eligible for The College Board's National Hispanic Scholar Awards Program. This program, which is funded by the Andrew W. Mellon Foundation, is providing one-year scholarships in the amount of $1,500 and honorable mention awards in the amount of $100 to Hispanic students.

Section 1

Additional Information On Test

APPENDIX

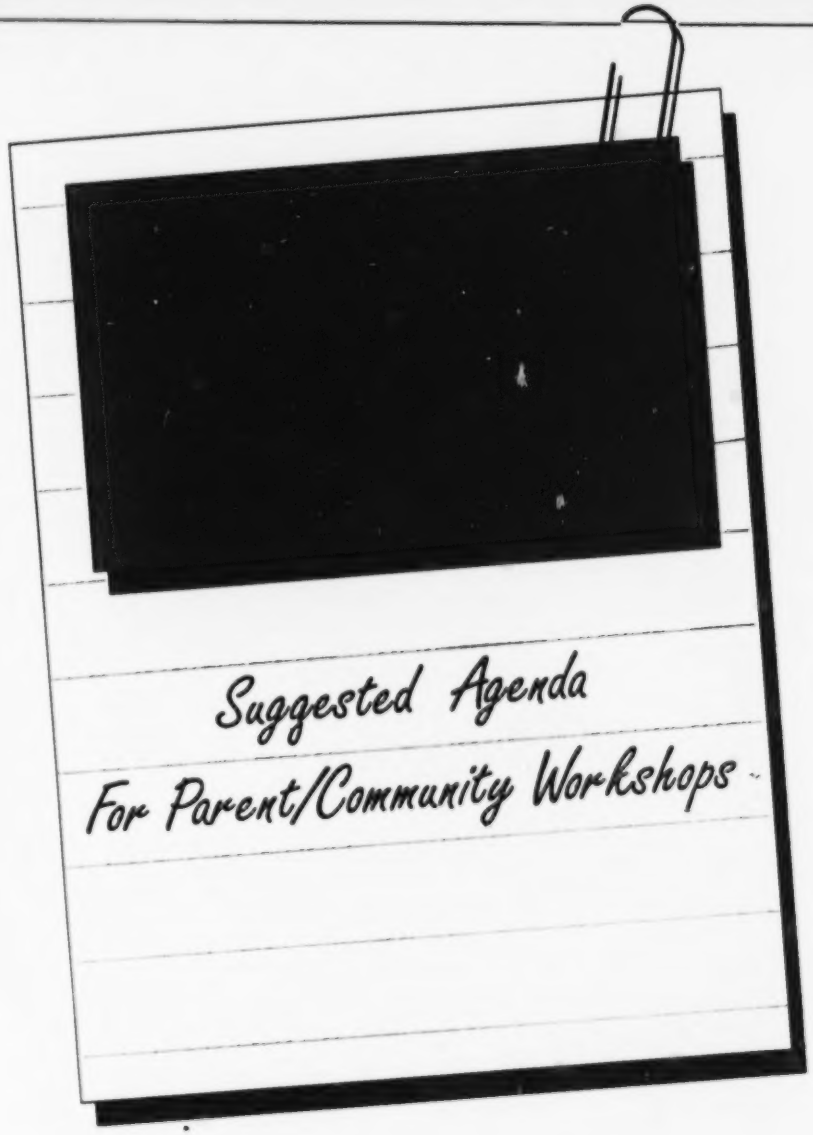
Students of African American decent can receive help from the National Negro Merit Scholarship Program. They must take the PSAT to qualify. Awards are made on the basis of PSAT scores, grades, and other criteria.

Children should be encouraged to take the Scholastic Aptitude Test (SAT) or American College Testing (ACT) Program Assessment before the tenth grade. Many colleges and universities use these tests for college admission and placement.

Be sure that when students register for the PSAT/NMSQT or SAT that they sign up for the Student Search Service. The Student Search Service helps colleges to inform potential applicants about programs and financial aid opportunities.

NOTE:

Information on tests may be obtained from the school guidance department.


Suggested Agenda
For Parent/Community Workshops

Every race and every nation should be judged by the best it has been able to produce, not by the worst.

James Weldon Johnson

Section 2

Suggested Agenda Parent/Community Workshops

APPENDIX

The time elements designated are only suggested. Time allocated for each activity will vary based on the purpose(s) of the workshop. These time elements can be used during any workshop session.

15 min. **10:00 – 10:15 REGISTRATION (Coffee, Get-Acquainted Activities.)**

15 min. **10:15 – 10:30 WORKSHOP RATIONALE (Background Information, Organization, etc.)**

30 min. **10:30 – 11:00 PRESENTATION (Include audio-visual materials or resource person if possible.)**

10 min. **11:00 – 11:10 BREAK**

25 min. **11:10 – 11:35 SMALL GROUP ACTIVITY (Group Discussions, Hand outs, Develop Recommendations, Analyze Needs, etc.)**

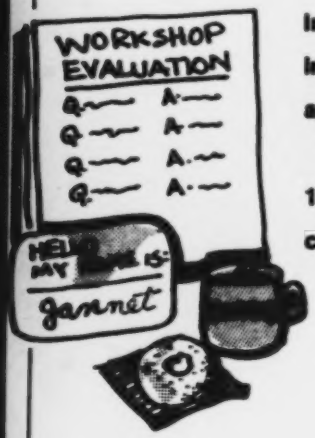
15 min. **11:35 – 11:50 SMALL GROUP REPORTS (Share Comments and Discussions.)**

10 min. **11:50 – 12:00 WRAP-UP (Distribute Evaluation Questionnaire.)**

It must be borne in mind that the tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is sin.

Benjamin E. Mays, Former President of Morehouse College

Workshop Evaluation



Instructions: Please check the activity that best describes your level of involvement with your child's school work. (Check as many as are appropriate.) THANK YOU!

1. How do you stay informed about what is happening in the school and/or classroom?

___ **a. I volunteer in the classroom.**

___ **b. I attend workshops related to school concerns.**

___ **c. I interact with other parents and share common interests and concerns.**

___ **d. I am a member of the area parent group. (i.e., PTA, Parent Advisory Council, etc.)**

___ **e. I attend parent/teacher conferences.**

Section 3

Workshop Evaluation

APPENDIX

2. I encourage my child's progress by:

___ a. Applauding and openly praising him/her.

___ b. Allowing my child to teach me some of the things that he/she has learned.

___ c. Suggesting that my child bring work from visual arts classes home, when possible, and display it in the home where others can see it.

___ d. Arranging for my child to demonstrate things learned in dance or music class, using myself and other family members as an audience.

3. Describe your participation in your child's homework.

____ a. I establish a regular study time and provide a quiet space for study.

____ b. I never look at homework assignments.

____ c. I usually look at the assignments briefly.

____ d. I read questions from the textbook and have my child answer them.

____ e. I have my child explain the assignment and then we review and discuss his/her work.

____ f. I attempt to help or find help if my child is having difficulties.

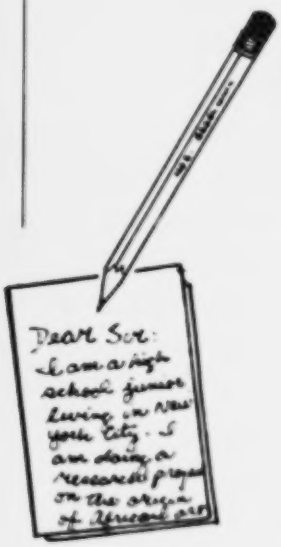
4. Which of the following best describes the frequency of your involvement in your child's homework?

Hardly Ever	Once A Month	2–3 Times A Week	Daily
4	3	2	1

Section 3

Workshop Evaluation

APPENDIX



5. I attempt to be creative in helping my child understand difficult concepts by:

___ a. Using games such as Monopoly(R).

___ b. Creating special projects such as researching our family history.

___ c. Relating the difficult concept to my child's past or familiar experiences.

6. I help my child practice writing skills by:

___ a. Providing opportunities for him/her to write notes of instructions to the delivery man, the babysitter, and/or a neighbor.

___ b. Providing opportunities to fill out forms of various kinds such as order and application blanks.

___ c. Occasionally, having my child put his/her requests in writing, instead of making verbal requests.

I enhance my child's verbal abilities by:

___ a. Providing opportunities for my child to call for information, telephone assistance, travel information, taxicabs, and so forth.

___ b. Allowing time for him/her to report daily experiences.

___ c. Giving him/her a chance to read books to family members.

___ d. Reading the newspaper together and discussing the local events, local government issues, and social problems.

___ e. Discussing what we have seen and our feelings about what we have seen on television.

8. I stress the importance of activities outside the school by:

___ a. Encouraging my child to join community arts groups.

___ b. Encouraging my child to join clubs, debating teams and cultural programs.

___ c. Visiting local museums, parks, zoos and aquariums.

___ d. Taking my child to local cultural and ethnic events.

___ e. Encouraging my child to participate in civic/neighborhood group activities.

9.I visit the library with my child regularly. ( ) Yes ( ) No

___ a. I read the book chosen by or assigned to my child.

___ b. My child and I discuss the books after we have read them.

___ c. On birthdays and other special occasions, I give books as gifts.

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I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

Dr. Martin Luther King, Jr.

Section 4

Selected Bibliography

Need additional help, interested in what the experts are saying? This brief bibliography is intended to direct parents, conference planners, educational specialists and/or workshop leaders to sources of research, reading materials, ideas, and activities.

A Parent's Primer: What You Need to Know About Your Child's Elementary School. 1987 (ISBN 0-8290-1915-4).

Baron, Bruce and Christine and MacDonalds, Bonnie. What Did You Learn In School Today? A Comprehensive Guide To Getting The Best Possible Education For Your Child. New York, NY: Warner Books, Inc., 1983.

Suggestions for parents in guiding their children through the educational system, making sure that he or she is learning what should be learned. Includes how to contact school gracefully, intelligently, and effectively.

Beyond the Stereotypes: A Guide to Resources for Black Girls and Women. National Black Child Development Institute, Inc., 1463 Rhode Island Avenue, N.W., Washington, D.C. 20005, 1986. 75pp. $8.50.

Section 4

Selected Bibliography

"Beyond the Stereotypes" details the criteria for selecting books, records, films, and other materials of motivational value for black girls. Includes strategies for improving the quality of materials to which they are exposed, annotated bibliographies of selected books, records, and films appropriate for girls of all ages, and a listings of retailers or distributors from which materials can be purchased or rented.

Charren, Peggy and Hulsizer, Carol. The TV-Smart Book For Kids. Action for Children's Television, 46 Austin Street, Newtonville, MA 02160 (includes a 16-page parent's guide). $6.95.

Chess, Stella, with Whitbread, Jane. How To Help Your Children Get The Most Out Of School: A Complete Guide For Parents. Garden City, NY: Doubleday and Company, Inc., 1974.

Committee for Economic Development. Employability: Student Needs, Business Needs. (Vol.1, No.4). Council for Basic Education, 725 15th St., N.W., Washington, D.C. 20005, 1986. 7 pp. $3.00.

DiFrancesca, Sal. Straight A's: How to Help Your Child Improve School Grades. San, Diego, CA: Learning Process Center (P.O. Box 1989), 1985. (In ring-binder, includes audiocassette and chart.) $25.95.

Excellence and Equity, Quality and Inequality, A Report on Civil Rights, Education and Black Children. National Black Child Development Institute, Inc., 1463 Rhode Island Avenue, N.W., Washington, D.C., 20005 1985. 33 pp. $4.00.

Presents the proceedings of a conference of advocates, experts, educators, and parents; addressed the link between educational policies and the civil rights of black children, including such issues as testing and placement, competency testing, vocational education, and effective schools.

Friedman, Delores Lowe. Education Handbook for Black Families: Educating Your Child from Preschool to College. Garden City, NY: Anchor Press/Doubleday, 1980.

Handbook on children's literature, educational aids, games, reading and study habits; and school and home activities help stimulate creativity and cultural curiosity.

Gross, Jacquelyn and Leonard. Make Your Child A Lifelong Reader: A Parent-Guided Program for Children of All Ages Who Can't, Won't, Or Haven't Yet Started to Read. Los Angles : Jeremy P. Tarcher, Inc., 1986. $17.95.

Section 4

Selected Bibliography

Office of Educational Research and Improvement. Help Your Child Become A Good Reader. Washington, D.C.: U.S. Department of Education.

Office of Educational Research and Improvement. Help Your Child Do Better in School. Washington, D.C.: U.S. Department of Education.

Office of Educational Research and Improvement. Help Your Child Learn Math. Washington, D.C.: U.S. Department of Education.

Office of Educational Research and Improvement. Help Your Child Learn To Write Well. Washington, D.C.: U.S. Department of Education.

Payzant, Thomas W. Making a Difference in the Lives of Children: Educational Leadership to the Year 2000 (Vol.2, No. 3). Council for Basic Education, 725 15th St., N.W., Washington, D.C.,20005, 1987, 7pp. $3.00.

Recipes for Fun: Play Activities and Games For Young Children with Disabilities and Their Families. New York: Let's Play to Grow, 1986. $8.50, three ring-binder.

Schwartz, Eugene M. How to Double Your Child's Grades in School. New York Harper and Row, 1987. ISBN 0-06-463439-6). $4.95 paperback.

The Status of Black Children in 1990. National Black Child Development Institute, Inc., 1463 Rhode Island Avenue, N.W., Washington, D.C., 20005, 1990, 29pp.

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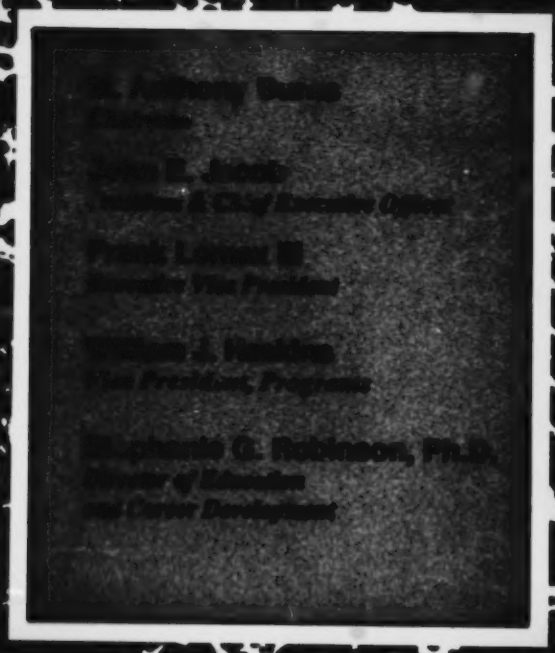
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